



Tapestry Charter School
2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Jennifer Pangborn, K-5 Principal, Lindsay Lee, 6-8 Principal, Sara Hilligas and Fred Carstens, 9-12 principals and Eric Klapper, Executive Director prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

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Eric Klapper has served as the Executive Director since 2016.

Tapestry Charter School's mission is to educate and inspire a diverse community of K-12 learners by engaging them in rigorous real-world learning experiences that prioritize intellectual, social and emotional growth. Our vision for the future has evolved since we began in 2001, but our goals have remained the same. We want Tapestry to be a vibrant sustainable school that empowers learners and leaders to make a positive impact in our community and beyond. One of the goals of the founders in creating the educational philosophy of Tapestry was to see how great an impact we could have on the educational landscape in Buffalo, NY. Our involvement with the local charter schools network, sharing best practice and providing guidance and support as well as our educational partnerships demonstrate our success with that important goal.

Our partnership with EL Education (Expeditionary Learning Schools) has helped guide our focus on becoming a model K-12 EL School. Our fidelity to the EL core practices, commitment to professional development and our curriculum and culture work has been recognized by the National Expeditionary Learning organization and in 2013-14 we became one of 20 Mentor Schools in the EL network of their 166 schools nationwide. During the spring of 2016, we completed the EL Credentialing requirements, and received their highest ranking of a fully credentialed school. Beginning in the 2018-2019 school year we began the process of renewing this credential, with an increased presence of EL consultants in our school, about a dozen teachers attending off site professional development at our EL network schools and a revitalized commitment to our EL education roots.

At Tapestry, Learning Expeditions at each grade level are arts integrated and meet the Common Core Standards in each academic subject area. This unique model provides a framework for teaching that relies on interdisciplinary learning in a contextualized, local setting. The learning cycles have proven to be compelling, rigorous and authentic to the intended audience – our students. They provide a natural place for us to engage our students in the community, while also providing authentic ways to cover the newly released NYS Mental Health standards.

A vibrant, caring culture for students and staff is achieved through our emphasis on the core values of Perseverance, Integrity, Respect, and Responsibility. As a part of the work plans that we create with our EL school designer every year, each school devotes a third of their school improvement plans to enhance the character and culture of their school communities. Goals are set and data is tracked to ensure that we are making progress in reaching the ideals of our core values for all staff and students.

Teachers engage in professional development, culture and curriculum work throughout the year with guidance from our instructional coaches, EL school designer and our own instructional leadership teams. Students collect work for their portfolios and present their work in yearly student-led conferences. Parent involvement at these conferences is well-attended along with members of the staff and community.

Our model led to us being named a Professional Development School for the Canisius College School of Education since 2008 and a Professional Development School for Buffalo State College since 2018. Tapestry, along with professors from these PDS schools, have developed a unique student teaching model for candidates teaching through grades K-12. Several Tapestry teachers teach part of the education courses required by Canisius College. As our program has expanded, many of these teaching candidates have been hired at Tapestry as teacher partners as they begin their careers. Candidates from our PDS relationships have helped us run our summer programming and often have pre-student teaching placements with our teachers.

Since opening as a K-4 program in 2001, Tapestry has grown one grade per year until we became a complete K-12 school in 2010. Our current enrollment of 958 students in grades K-12 reflects the demographics of the city of Buffalo, NY. 26% of our students are white, 54% are African American and 13% are Hispanic /Latino. 67% of our students come from economically disadvantaged families, and 13% receive special education services. Our increased ESL population from previous years is reflective of the growing number of new immigrants in our city.

In the fall of 2011, the K-8 and High School joined together in a new facility. With the addition of 130 new students, 20 new teaching staff, the implementation of Expeditions to the K-4 program and new Common Core Standards, the next few years created new opportunities and challenges for our community. In the fall of 2014 Tapestry's Compass Leadership Team and the Board of Trustees hired a facilitator to lead us through the development of a strategic plan for the next 3-5 years. We focused on five key areas that make up our current Strategic Map: Student Growth, Strong and Effective Board Governance, Finance and Operations, Tapestry's Expanded Impact and Culture and Character. One aspect of this work resulted in a new growth plan focused on providing a better academic program for middle school students who eventually would join our high school cohort.

Tapestry is working towards a rectangular K-12 model of growth. This means that within a few years we hope to have 80 students per grade level at every grade level K-12. This will allow a student who starts with Tapestry in kindergarten to learn and grow with us each year and graduate from Tapestry High School in 12th grade. This expansion has already occurred in the high school where there are already at least 80 students per grade level. For the 2017 - 2018 school year, kindergarten and fifth grade grew to 80 students each and that grow out will continue as those students move on to the next grade level. For the 2018 - 2019 school year seventh and eighth grade also expanded to 80 students per grade level, after which the students in our program will continue to move up grade levels until we are full at every grade level. In the upcoming 2019-2020 school year we will be at our 80 student capacity in grades K, 1, 2, 5, 6, 7, 8, 9, 10, 11, 12. As those second graders become third graders and then turn into fourth graders in 2022, we will finally be at capacity for our school.

Throughout the 2018-2019 school year, we have worked to solidify our strategic plan and to make that strategic plan come to life in our K-12 buildings. The main objective in 2018-2019 was for Tapestry to better meet the goals set forth in our Accountability Plan and engage all

stakeholders in that conversation. We sought to develop a foundation of shared leadership and to enhance our teacher experience for all staff. For the 2019 - 2020 school year, Tapestry Charter School has worked with our school designer from EL Education to create work plan goals aligned to the three dimensions of student achievement. These 3 dimensions are:

- Mastery of Skills and Knowledge
- Culture and Character
- High Quality Work

All of our strategic goals are centered around one of these dimensions of student achievement. Our work plan goals provide us with a common vision around which we measure our progress, examine data and provide professional development to our staff. As a part of our school work plans, we have developed measurable goals and action steps to achieve these goals. These goals and action steps have been communicated to all stakeholders and form the foundation of our professional development this year.

The goals for all of us at Tapestry are to create a dynamic educational environment that improves the academic outcomes in our students and that can easily respond to the changing New York State educational criteria that continue to impact our educational model.

The table below shows the school's enrollment as of BEDS day 2018.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	52	52	52	52	52	52	52	52	52	84	84	84	84	804
2015-16	52	52	52	52	52	52	52	52	52	84	84	84	84	804
2016-17	52	52	52	52	52	62	62	62	62	83	80	77	81	829
2017-18	72	52	52	52	52	80	67	67	68	88	87	81	75	893
2018-19	80	76	52	53	52	80	81	78	81	85	84	81	75	958

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New

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York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2016-17	2013-14	2013	76	1	75
2017-18	2014-15	2014	73	1	72
2018-19	2015-16	2015	75	0	75

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2013-14	2013	73	5	78
2017-18	2014-15	2014	71	5	76
2018-19	2015-16	2015	75	1	76

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2012-13	2012	1	0	1
2017-18	2013-14	2013	0	0	0
2018-19	2014-15	2014	1	0	1

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

It is the goal of Tapestry Charter High School to graduate 100 percent of students into a post high school program of study no later than their fifth year in the Graduation Cohort. Each year 75 percent of students in their fourth year of the cohort will earn a Regents or Advanced Regents diploma.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

Promotion Requirements

- Students are required to take four years each of English and Social Studies, and are expected to take four years of Math and Science, though only three years of Math and Science are formally required by NYS Commissioner's Diploma Requirements.
- Math options include Common Core Algebra, Common Core Geometry, Common Core Algebra 2, Advanced Algebra with Financial Applications and Pre-Calculus. We offer dual enrollment college credit to all students in Algebra 2 and Pre-Calculus.

- Science course options include Regents Living Environment, Regents Earth Science, Regents Chemistry, Regents Physics, Computer Aided Drafting and Design and STEAM Electives.
- Students are required to take at least one year of Spanish/LOTE, though they are encouraged to continue for at least three years, through the exam required for the Advanced Regents level. Tapestry offers two college level dual enrollment courses through Buffalo State College.
- Arts courses (Visual Art, Music, Theatre) have been offered as a requirement for a half credit in both ninth and tenth grade. A variety of Art electives are available in eleventh and twelfth grades for a full credit yearly. Unless a student is scheduled for academic electives, including the Honors Writing Enrichment, students are automatically scheduled for art yearly, typically going beyond the one NYSED required credit to three.
- Physical Education is required to be taken for 1/2 credit yearly, and Health is required for 1/2 credit, offered in freshman year.
- All students are required to take Crew for 1/2 credit yearly. This small advisory group structure includes an introduction to occupations and college advisement, discussion of problem solving and personal life choices, discussion of social relationships and community discipline structures, and participation in community service structures. It is in Crew that students maintain their academic portfolios and prepare for the defense of their grade level promotions in and graduation from high school.

RESULTS AND EVALUATION

For the 2018-2019 school year, Tapestry Charter School met the goal 1 leading indicator that at least 75% of students will earn the credits necessary for graduation. We have in fact improved our percentage from the previous two years, as we had 86% of students in the 2016 cohort promoted and 83% in the 2017 school year promoted. We are happy to report that for the 2018 and 2019 cohorts we now have at least a 90% promotion rate with appropriate credit accumulation.

In order to graduate from high school, students need to be earning annual course credit. Given the rigorous academic expectations, Tapestry is proud to offer its students with many opportunities to obtain course credit such as Saturday school opportunities, and a summer school program that is held both at Tapestry and at Buffalo Public Schools for students who have not yet met our expectations. In summers of 2011 through 2018 it has been possible for students to take up to two summer school courses through Tapestry Summer School Program and/or prepare for up to two failed Regents exams through the Buffalo Public Schools. Resources for further instruction such as credit recovery opportunities are readily offered to students and their families when learning lags are noticed, so there is no excuse for failure.

The goal of course promotion and credit accumulation is being met at a high level, substantially exceeding the 75 percent expected measure. Tapestry Charter High School students consistently pass courses through a combination of positive work and lots of staff support.

Parents/guardians are provided with regular feedback through consistent Crew leader availability by phone and email, home mailing of progress/report cards six times yearly, and expected parent attendance at Student Led Conferences at least twice yearly in all grades. Parents/guardians are persistently invited to engage as partners in their child's education and they accept the invitation at a very high rate. Even if a Regents examination has not been passed for a particular course, it is possible to have earned course credit for that course, however our students often continue challenging these exams until they have been mastered.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	80	90
2018	84	94

ADDITIONAL EVIDENCE

A consistent pattern of course success has been noted, with a high level of engagement in summer program offerings. Tapestry's summer course recovery and Regents preparation program has been offered since 2010 for credit recovery in such courses as English, Spanish, Non-Regents science, Non-Regents Math, global history, health and physical education. Students are also referred to the Buffalo Public School Summer Program for Regents exam preparation in English, Global History, US History, Living Environment, Earth Science, Common Core Algebra I, and Geometry.

During the summer 2019, there were over 50 students involved in some academic summer programming, including attendance at Tapestry's program on location at Tapestry, and/or in Regents preparation in Buffalo Public School. Several additional students attended a one-day preparation for a repeat of their sophomore Passage Portfolio requirement.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2019, the 2017 cohort will have completed its second year.

RESULTS AND EVALUATION

Tapestry did not meet the goal of having 75 percent of students in each Graduation Cohort pass at least three Regents exams by their second year in the cohort. We have fallen 17% since the previous year in meeting this measure.

Although we have made progress over previous years, Tapestry fundamentally questions this measure and would suggest that it is unnecessarily discouraging to predict that students without three passing Regents at the end of sophomore year are predicted not to graduate. Of course, results in this section are a positive indication of students’ progress toward Regents diplomas, though Tapestry’s administration is not concerned that the results for the 2017 cohort are lower than 75 percent. As indicated each year, Tapestry High School takes pride in accepting students with weak skills and transforming them into students who graduate. It takes persistence and time.

In the past, Tapestry High School achieved poorly on this leading indicator of performance. The rate for the 2015 and 2016 cohorts hovered around 50-60 percent. In spite of this number not reaching the goal set by CSI, our past performance gave us the confidence that students will ultimately be successful with reaching graduation goals. Our students consistently graduate from high school at rates that surpass other charter schools and our home district.

Tapestry has typically entered approximately 40 percent of its students from the Buffalo Public Schools, which are chronically underperforming. The measures of students’ reading upon entry reveal a significant portion of children who are below grade level. In the recent cohort groups, the majority of the entering students measured below proficient on the Scholastic Reading Inventory at the time of their intake. At Tapestry, it is believed that a quality educational experience is not a function of speed or negative pressure. Hard work and perseverance will translate into achievement and graduation. This belief is strongly communicated to students and families, and it pays off over time. Several students have been applauded for passing the Common Core Algebra and/or Global exam on their fourth or fifth try.

Tapestry communicates a clear expectation that students will pass Regents exams, and students and their families respect this expectation. The school offers many resources for continued Regents study and students accept those invitations willingly. Families express appreciation for these opportunities, and attendance rates at Summer School have been very high. Tapestry has worked to create a culture where students are praised for their effort and their grit, not their innate ability.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	81	51
2016	2017-18	81	62

2017	2018-19	80	45
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ADDITIONAL EVIDENCE

Although Tapestry did not meet this benchmark, we have made strides in the past year due to programmatic changes. There was an increase in the number of students passing three or more exams for the 2016 cohort because prior to this year, all students took the Common Core Algebra course over the span of two years. The thought was that by giving more students time with the material, they would be able to master it at a higher level. While this was true for some students, we realized that we were teaching our students from a deficit mindset, instead of increasing the rigor for all students and pushing them to pass the Common Core Algebra exam in one year. This switch from Common Core Algebra in one year to completing this course during a student's freshman year accounts for the higher numbers in the 2016 cohort.

Our 2017 cohort struggles are a result primarily from our students' struggles with the Regents Living Environment exam. The Living Environment teacher left Tapestry in the middle of the year, so many students struggled with this exam as a result. However, this change in program did not change the level of additional support that we give our students to prepare for Regents exams. During the last five school years, Tapestry has continued to contract with the Castle Learning Program to allow students individual access to practice Regents questions and exams online. In this online assessment prep program, hints are provided when students answer incorrectly, with links to key vocabulary and concept descriptions. Teachers are able to assign sets of questions by topic, and they can monitor individual student use of and success with the system. Online access is available at school, as well as from home. This resource has been heavily used and will continue to be available in the upcoming years.

It is additionally noted that teachers are using online methods of communicating with students so that they are able to access learning materials with great depth at home at any time. Reminders about assignments and assessments are emailed home to parents and students on a regular basis.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2015 cohort and graduated four years later and those who entered as members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five

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Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

In the 2015 cohort, 92% of students reached their graduation goal by the end of August. This is comparable to the previous years when 95% and 91% passed in 2013 and 2014 cohorts respectively. The expected level of high school completion in four years was met and was exactly the same as for the cohort of 2014. The continuation of effort by students into their fifth year is a point of pride for Tapestry.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17	78	95
2014	2017-18	76	91
2015	2018-19	76	92

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	76	95
2013	2017-18	78	95
2014	2018-19	76	92

ADDITIONAL EVIDENCE

Tapestry has maintained a steady graduation rate of above 90% for every year in its history. The 92% graduation rate among the 2015 cohort is comparable to previous years and one percent higher than in 2014 among four year graduates. The 92% graduation rate for students in five years is close but does not fully meet this accountability goal.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. As such, for purposes of this report schools should include the district’s 2017-18 results as a temporary placeholder for the district’s 2018-19 results.

RESULTS AND EVALUATION

As of the writing of this report, the results for the Buffalo City School District for the 2015 cohort has not been released. However, given its previous performance of a 63% graduation rate for the 2013 and 2014 cohorts, we are confident that the percent of Tapestry students in the 2015 cohort who have graduated will far exceed the percent graduating in the Buffalo Public School district. Our numbers are extremely stable and it seems that Buffalo Public has stable and much lower graduation rates as well. The Tapestry program advertises its goal clearly: to prepare students for successful graduation from high school and acceptance into a college program. A stable graduation rate of over 90% for every year of its existence shows that our program is working for even the most challenging students. A dedicated staff and student effort in this personalized program of high school study has resulted in a graduation rate worthy of pride.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	78	91	1538	63
2014	2017-18	76	91	1575	63
2015	2018-19	76	92	N/A	N/A

ADDITIONAL EVIDENCE

Tapestry is committed to assisting all students in reaching the goal of diploma completion. In the spirit of charter schools, it is hoped that effective practices can be shared with the local district in order to improve the outcomes of the Buffalo Public System. We have partnered with many other local charter schools to share resources and best practices in hopes to help more students in the city of Buffalo.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

² Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

RESULTS AND EVALUATION

Prior to the 2015 cohort, Tapestry did not have any students pursuing an alternative graduation pathway. This year we had 2 students pursue the alternate pathway and both passed, giving us a 100% passing rate and meeting this accountability measure.

Percentage of the 2015 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
Geometry	2	2	100
Overall	2	2	100

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	76	3

ADDITIONAL EVIDENCE

Prior to the 2015 cohort, Tapestry did not have any students pursuing an alternative graduation pathway. We expect that number to increase in coming years.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Tapestry Charter High School is meeting its absolute and comparative graduation goals. Our students are gaining credits and passing Regents exams necessary to graduate on time.

Tapestry Charter School met one of its two leading indicators. We were successful in having more than 75 percent of students in first and second year high school Total Graduation Cohorts earned at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for

graduation) each year. We were unsuccessful in having at least 75 percent of students in the high school Total Graduation Cohort scoring at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Tapestry was also successful on one of its two high school graduation absolute measures. We only had 92% of our fifth year graduation cohort graduate, rather than the required 95%. We met our comparative accountability measures and the absolute measure regarding alternative graduation pathways.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did not Achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Achieved

ACTION PLAN

At Tapestry Charter High School preparation for graduation is intentional and begins in the 9th grade. Every student is known and their progress is monitored as they move throughout their four years of high school. All students engage in a rigorous and thoughtful program of study that prepares them to meet (and often exceed) the graduation requirements set by the state.

Increasing our graduation rate and our students career and college readiness is a benchmark we are continuously trying to improve upon. We have increased support this year in a variety of areas in order to better support students. By the end of students second year in the cohort they have taken at least two regents exams: Algebra and Living Environment. Historically when our students have failed one of these courses they do not move on to a different course but instead are enrolled in a course that prepares them for their Regents exam. One area in which we have taken direct steps to give students more access and supports towards passing these exams is in science. For the 2019-2020 school year we have enrolled all 10th graders in Earth Science or Chemistry regardless of their performance on Living Environment. Historically our students struggle with testing fatigue and burnout when they repeat a course year after year. By moving all tenth graders in to Earth Science it gives them the opportunity to try another science and potentially receive a science Regents exam required for graduation by the end of their second year in the cohort.

In addition we have increased our support for students Algebra and Geometry. All students are enrolled in a small group math lab that allows them to practice the skills that are taught in their Regents level courses. These groups are fluid as students prove mastery and move in and out on a quarterly basis. This increase in instructional time and the small group re-teaching of skills is critical in students development of math skills.

During the 2019-2020 school year we took a closer look at individual cohort data and determined that there were gaps in literacy instruction in some cohorts. This year we are enrolling students who are below grade level in literacy in literacy groups for targeted instruction. Grades 9-11 will all give the NWEA assessments in both math and ELA twice a year. We will use the results of this data to provide additional support to our students through math labs and literacy groups. In the 10th grade all students will be enrolled in an RTI structure that enables them to take an honors course, receive literacy support through an elective or receive small group literacy instruction.

In addition all content area teachers received professional development through the Cullen Grant on curriculum development this summer. This work will continue during the 2019-2020 school year as teachers develop aligned assessments to NYS Standards and Assessments. We believe that a stronger alignment will increase the rigor and outcomes in all subject areas.

One barrier that we know prevents students from achieving in high school is attendance. If students are not in school they can not learn. During the 2019-2020 school year we have implemented attendance initiatives in order to increase the number of students to school on time everyday. These include but are not limited to: bringing in community barbers to give discounted haircuts to our young men once a month, increasing the offering of engaging activities in the morning before school, including intramural sports, a recording studio and AV club and increasing parent outreach to create action plans to overcome chronic absenteeism.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

It is the goal of Tapestry Charter School that 100 percent of the Graduation Cohort will complete applications to two and/or four year institutions of higher learning. It is the goal of Tapestry that 95 percent of students in the Graduation Cohort will be accepted into a program of post-secondary education, two or four year institutions of higher learning or the military.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation;

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage.

Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

Tapestry did not meet the 75% college preparation goal for the 2018 - 2019 school year. We had 55% of our students demonstrate college preparation last school year. However, it should be noted that this is a 24% increase from the 31% where we were last year. We are continuing

to address the needs of our students by adding more college courses than we ever had before. These include two college level Spanish course, two college level math courses, a college level art course, college level ELA course and AP Computer Science principles. For the 2019-2020 school year we are adding even more college courses, with the addition of AP Biology, AP Government and a dual enrollment “College and Career Success Skills” course which all juniors will be taking through ECC. The goal is to continually add to the college courses that we can offer our students so that 100% of our students successfully take a college course before they graduate from Tapestry.

Percentage of the 2015 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
College Level Course	42	38	55%
Advanced Regents Diploma]	69	11	16%
Overall	69	38	55%

ADDITIONAL EVIDENCE

Although we did not meet this absolute measure goal, Tapestry is proud of the growth that we are making towards this goal and we are confident that we will attain it for the 2019-2020 school year. To increase the percentage of graduates who achieved the indicator 31% shows a commitment to increasing the rigor of our academic program. It takes time to shift a school’s culture from one of mediocracy to one of high academic achievements, but that is what we are seeking to do.

In addition to our new college level courses, Tapestry has made several other strategic changes to create a more academically rigorous program that prepares our students for college level courses. Beginning in the 2017-2018 school year we revised our Honors program to be more inclusive and rigorous. During this past year we adjusted the program slightly, but have found success overall with our new pathways program. Prior to this year, our honors program consisted of students taking a separate ELA course, but it did not accelerate students in other areas such as math, science, foreign language or the arts. This meant that a student who was talented in these areas but not so much in reading and writing did not have the opportunity to push themselves academically or graduate with an honors diploma. To increase the rigor in all areas of our academic program, we changed this honors program so students can be on an honors pathway in their area of strength and accelerate themselves through more challenging coursework.

We also require that all students on the honors track take a writing enrichment course during their sophomore and junior years to prepare themselves for college level writing courses. With

the addition of new college level courses, we are ensuring that each honors pathway ends with at least one college level course for our juniors and seniors. We have found that students, parents and teachers have embraced these new honors pathways and students are accelerating themselves with more challenging coursework in all subject areas.

Tapestry is continuing to expand the number of college and dual enrollment courses that it offers every year. For the 2017 - 2018 school year, Tapestry went from offering no dual enrollment college level courses to offering AP Computer Science Principles, College Level Spanish 4, College Level Algebra 2 and College Level Precalculus. For the 2018 - 2019 school year, Tapestry added College level English, College Level Drawing and Painting, College Level Spanish 5 to its college offerings, while maintaining the advanced courses from the previous year. For the 2019-2020 school year, Tapestry added AP Biology, AP Government and Dual Enrollment "College and Career Success Skills" as an elective. This means that in the span of three school years, we went from offering our students with zero in-school dual enrollment opportunities to now ten dual enrollment and AP level courses. We will continue to expand upon these offerings every year.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

The state's finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining an Advanced Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state's finalized ESSA plan [here](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The absolute measure calls for schools to have a CCRI value that equals or exceeds the 2018-2019 CCCRI MIP of 130 for all students. Tapestry exceeded this goal with a CCRI scores of 134.21. This can be attributed to our increased focus on academic rigor and providing our students with the opportunity to take dual enrollment and AP level college course work. We will continue to expand these opportunities with each school year.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	76	128	103.29
2018-19	2015	76	130	134.21

ADDITIONAL EVIDENCE

Since this is a relatively new accountability report goal, we did not have data for the 2017-2018 school year. However, we increased our CCRI score by 30.92 and our MIP by 2 points, which shows growth in comparison to the previous year.

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

Tapestry met the comparative measure goal by exceeding that of the Buffalo City School District for the 2014 cohort. As of the writing of this report the school district's CCRI for the 2015 cohort has not yet been released.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2013	N/A	N/A
2014	103.29	89.8
2015	134.21	N/A

Goal 2: Absolute Measure

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation.

RESULTS AND EVALUATION

The percentage of graduates enrolled in college for the 2015 cohort is not yet available. We anticipate that the matriculation rate for the 2015 cohort will be available in November or December 2019.

During the 2015-2016 school year, the commercially purchased Naviance program was used to track students' enrollment in college through the National Student Clearinghouse. We use this program to track our students' enrollment in college. We met or exceeded the measure of 75% or more students matriculating in 2 or 4 year schools for both the 2013 and 2014 cohorts. We anticipate similar results for the 2015 cohort.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2013	2016-17	78	57	78
2014	2017-18	69	52	75
2015	2018-19	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

Tapestry was successful on two of its absolute goals and one comparative goal for the 2018-2019 school year. This is largely due to the fact that Tapestry has worked diligently over the past couple of years to increase the rigor throughout the high school. This includes the courses that we are offering and the SAT/PSAT opportunities that we are providing to students. Overall, Tapestry students appear to have accepted the relationship between academic effort and successful progression through high school toward college and careers. Students are consistently accessing the extra academic supports available to pass classes and Regents, and Tapestry students' rates of Regents passage and credit accumulation are constant and positive.

Students have enthusiastically participated in college visits and interaction with the School Counselor for completion of their Personal College Profiles. All seniors are required to take a senior seminar course, taught by our guidance counselors, where they learn how to navigate

the college application process. We are offering students more dual enrollment college courses than ever before, as well as a new honors program that pushes students academically and encourages the creation of a strong academic culture. Although we did not meet our goal of 75% of our students passing a college level course, with changes to our academic program we hope to see these results by next school year.

We are also encouraged by the rate of graduates' college continuation past high school graduation. Our results consistently indicate that a large number of graduates are continuing enrollment in school beyond high school. We are continuing to work with students to develop the skills required to navigate through college in order to see success in life after Tapestry.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not Achieve
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Achieved
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

ACTION PLAN

While there has been a marked increase in the percentage of students meeting one of the indicators of college readiness we have not yet achieved our goal of 75%. Each year we increase our efforts to enroll more students in dual enrollment courses and AP courses. During the 2019-2020 school year we are offering 3 AP courses (Computer Science, Economics and Biology) as well as 7 dual enrollment courses (English 12, Spanish 4, Spanish 5, Algebra 2/Trig, Pre-Calculus, Drawing and Painting and junior seminar). One of those dual enrollment courses, junior seminar is a college and career preparation course designed for high school upperclassmen before they graduate. Increasing the variety of offerings has increased the interest of our students in higher level coursework.

At Tapestry Charter High School college preparation begins in the ninth grade. Each grade level has the opportunity to attend one college for a college visit. In addition the guidance counselors embed career inventory and college exploration into crew lessons throughout the school year. In senior year all 12th graders enroll in senior seminar which is a half year course in which guidance counselors work with all students on their college essays, applications and financial aid process. The school also hosts a FAFSA completion night and a Say Yes Night which gives parents a hands on guide to work through the complicated financial aid process.

Each year we host the PSAT at school for all sophomores and juniors. The results from that test are part of Crew conversations and planning and preparation for college. In addition to the PSAT we will hold the SAT at Tapestry for the third year during April. While we sacrifice an important instructional day for this we believe that by providing a familiar place and time for our students to take this complex exam increases both participation and engagement in the SAT. When students are required to take the exam at an alternate testing location it is often in a place they are not familiar with and on a bus route they do not know. We believe that any time we can remove barriers we will enable our students to find success.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

BACKGROUND

K-5 Background

The focus in grades K-5 was to stay the course established in the previous year, maintain momentum and perfect structures that had just begun implementation during the 2017-2018 school year. As a result, most of our ELA curriculum stayed the same during the 2018-2019 school year. Our kindergarten through 2nd grade classrooms continued to use Readers Workshop, and the Units of Study, and Writers Workshop, and the Units of Study, for tier one instruction. In addition, each of those grade levels used some form of separate word work instruction. In kindergarten, components of the Orton Gillingham method were used. In 1st and 2nd grade, Words Their Way was modified and used support individual classroom structures. Each of these three grade levels also include learning expeditions as part of their curriculum. The expeditions are built through the integration of literacy skills with other content areas.

In 3rd, 4th and 5th grade, the engageNY/ELEducation modules are used for tier one instruction. The modules are built into learning expeditions in these grade levels, allowing students hands-on, authentic experiences that integrate literacy skills with science/social studies. In grades three and four there is an additional hour long literacy block that is used primarily for skill development and independent reading. During this time guided reading groups are pulled to meet individual student needs with reading instruction. Some additional writing instruction is embedded with the expedition work in these grade levels whenever possible. In 5th grade, two out of the four teachers teach ELA to one group in the morning and one group in the afternoon. The 5th grade also uses the Engageny modules for tier one instruction, integrating learning with the content areas. The 5th grade team consistently and effectively plans together so that topics in ELA are spiraled during Science/Social Studies instruction and vice versa. The fifth grade students have a separate writing block where they engage in writers workshop type structures as well. This past year an effort was made in 5th grade to condense the

engageNY module lessons and set aside 15 - 20 minutes each day for independent reading and conferring with individual students.

In order to support our ELA structures we had three literacy specialists in 2018-2019. However, one specialist was new to our building and another of our specialists went out on maternity leave from March until the summer. Staff also participated in the quality work protocol in 2018-2019 to strengthen the writing process and writing tools that are used with students to create quality written pieces. This professional development cycle allowed teams of teachers to plan together, discuss criteria for quality work by closely examining standards, create rubrics, and score work together to see what constituted quality.

Although there were only minor curricular shifts in 2018-2019, there was an influx of new staff members. In all, we had four classroom teachers who were new to Tapestry and taught ELA. We also had eight teaching partners who were new to Tapestry. These teaching partners were all responsible for leading guided reading groups in the classroom. In addition we had two lead teachers, who teach ELA, take maternity leave, all which may have attributed to our decline in test scores.

6-8 Background

Most of the ELA curriculum remained consistent in the middle school during the 2018-2019 school year. Our teachers continued to utilize the Engage NY modules. Teachers are given the autonomy to adapt and enhance the modules as needed, but not in their first year of teaching at Tapestry. We had two recurring ELA teachers in 6th and 8th grade and a new teacher in 7th grade. Each grade level has one high quality expedition built through the text and guiding questions of the modules. There was a targeted effort made to streamline the interim assessments to include released NYS questions and texts as well as eDoctrina to support in analyzing performance on each standard of the assessment.

In addition to a 49 minute minute block of ELA class, students also have a 30 minute block of enrichment each day. The groupings for these blocks are based off of student needs and provided tier 2 and 3 instruction to targeted instruction to students. This was a larger shift made due to the hiring of a new literacy specialist and a special education teacher per grade level. There was an effort made to increase the co teaching approach in classes and in each grade level there was a block of ELA classes with both a special education teacher and the literacy specialist teaching with the general education teacher. Silent sustained reading remained a part of the schedule to allow for students to have time to read independent books as well as the module anchor text during crew time.

Through the Instructional Leadership Team, there was a school wide data trend on a specific standard that was recognized as an area of need. The team developed an action plan and taught content area teachers and all students a common strategy and progressed monitored the implementation plan.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

Source: SIRS 302

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	51	0	0	0	2	53
4	51	0	0	0	1	52
5	76	0	0	0	4	80
6	72	1	0	0	8	81
7	70	3	0	0	6	77
8	70	1	0	0	9	80
All	390	5	0	0	30	423

RESULTS AND EVALUATION

The percentage of Tapestry Charter School Students who were in their second year at Tapestry and who earned proficient scores on the NYS ELA assessment was within the range of 39% and 51%. Overall, 45% of Tapestry Charter School Students in at least their second year earning a proficient score, an increase of 5% from 2016 - 2017 where 40% of students in their second year earned a proficient score and a 3% increase from 2017-2018. It is an increase of 9% from the 2015-2016 school year, where only 36% of students in at least their second year earned a proficient score.

Tapestry Charter School students earned scores below the accountability goal of 75%. However, as previously described, we are making great strides in our ELA scores and in reaching this goal. This year 45% of our students were proficient in ELA, which meets New York State’s average which is also 45%. It is also above the Buffalo Public Schools’ average of 25%.

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Tapestry's proficiency rate of 45% also demonstrates a 3% growth in this same measure last year when we had 42% proficient.

The table below shows that the longer students are at Tapestry, the more proficient they are in their ELA skills. In all grade levels (except 3rd grade where the percentages were exactly the same and 6th grade which is a negligible 1% lower), students who have been with us for at least two years score at a higher percentage of proficiency than those who have only been with us for one year. There are the most dramatic differences in grades 5 and 7, which have percent proficient differences between all students and returning students of 11% and 6% respectively. The growth demonstrated reflects positive changes to Tapestry's ELA program and our ability to build capacity in our teachers' abilities to improve literacy.

Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	41	51	41	51
4	49	51	51	45
5	28	76	39	44
6	51	72	50	66
7	36	70	42	48
8	40	70	43	51
All	40	390	45	305

ADDITIONAL EVIDENCE

The table below shows that Tapestry has a consistent record of achievement among students who have been with Tapestry for at least one year. We are showing growth in four grade levels and there is overall district growth from 36% of returning students achieving proficiency in 2016-2017 to 45% achieving proficiency in 2018-2019. We are most proud of our 4th grade ELA results, where we went from 30% of students in their second year achieving proficiency in 2016-2017 to 51% achieving proficiency in 2018-2019. This can be attributed to the RtI enrichment structure and professional development we have provided around literacy instruction for the past couple of school years.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2016-17	2017-18	2018-19

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	48	42	51	45	41	51
4	30	46	45	44	51	45
5	50	28	40	45	39	44
6	26	47	44	59	50	66
7	45	47	31	52	42	48
8	44	55	42	48	43	51
All	36	224	40	265	45	305

Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Tapestry Charter School's performance index for the 2018-2019 school year is 118.5. This exceeds the state's goals of and MIP score of 105 by 13.5. When comparing the performance index from 2018 to 2019, we found a slight decrease in the percent of students at level 2 (30% as compared to 35% the previous year) and a slight increase in students at performance level 3 (28% as compared to 27% the previous year). This shows that our efforts to put better support in place for all students through Rtl and enrichment literacy programs are beginning to work and is shown in our data.

DATA LINK

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
390	29	30	28	13

$$\begin{array}{rclclclcl}
 \text{PI} & = & 30 & + & 28 & + & 13 & = & 71 \\
 & & & & 28 & + & 13 & = & 41 \\
 & & & & & + & (.5)*13 & = & 6.5 \\
 & & & & & & \text{PI} & = & 118.5
 \end{array}$$

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

RESULTS AND EVALUATION

At Tapestry, 45% of students in at least their second year earned a proficient score. This meets New York State's average of 45%. It is also 20% above the Buffalo Public Schools' average of 25%. Tapestry's proficiency rate of 45% also demonstrates a 3% growth in this same measure last year when we had 42% proficient. When compared to all other schools in Erie County, Tapestry's proficiency rate of 45% is 6% higher than the average 39% proficiency rate of all schools who administered the assessment grades 3-8.

2018-19 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	41	51	32	757
4	51	45	28	666
5	39	44	18	407
6	50	66	25	564

⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

7	42	48	18	368
8	43	51	27	528
All	45	305	25	3290

ADDITIONAL EVIDENCE

In 2016 and 2017, Tapestry students outperformed the Buffalo Public School students by 22 percentage points and 19 percentage points, respectively. This year, we outperformed the district by 20 percentage points and we expect to continue to do so in the future.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	48	18	51	32	41	32
4	30	18	45	23	51	28
5	50	15	40	16	39	18
6	26	15	44	25	50	25
7	45	20	31	18	42	18
8	44	20	42	25	43	27
All	40	18	42	23	45	25

We have identified in the table below other charter schools within the Western Region of New York State that are considered “high-performing,” with similar demographics and/or have recently had their charter renewed. Tapestry has historically had a higher aggregate proficiency rate compared to other charter schools within the Western Region of New York State. The table below displays the data from other charter schools from the 2018-2019 school year.

2017-2018 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade
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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	Tapestry Charter School		Buffalo United Charter School		Charter School for Applied Technologies		South Buffalo Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	41	51	42	66	42	173	50	96
4	51	45	24	66	30	186	32	95
5	39	44	8	72	28	135	23	95
6	50	66	31	62	23	190	32	92
7	42	48	22	55	24	165	33	95
8	43	51	18	55	35	176	49	86
All	45	305	24	376	30	1025	36	559

Goal 3: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Tapestry Charter School did not achieve its goal to have an effect size of 0.3. In 2016-2017, Tapestry earned an overall effect size calculation of 0.09 but we dropped to lower than expected at -0.08 for the 2017-2018 school year. We had negative differences between our actual and predicted performance in four grade levels and an overall negative difference for the district.

Even though we continue to show growth, Tapestry Charter School did not meet this accountability measure. However, please consider that unlike other measures in this Accountability Report, this data is not from the most recent academic year in which Tapestry has shown growth. Additionally, an effect size of -0.08 in 2017-2018 is a vast improvement from the effect size of -0.44 in 2015-2016.

While the percent of students at levels 3 and 4 did not reach our predicted level of achievement in five grade levels, there is data from 2016-2017 school year that indicates that Tapestry will trend in the positive direction on this measure. In 2016-2017, the aggregate proficiency rate in grades 3-8 ELA grew. 4th grade grew from 30% proficiency in 2016 – 2017 to 51% proficiency in 2018 – 2019. 6th grade grew from 26% proficient in 2016 - 2017 to 50% proficiency in 2017 – 2018.

Additionally, when looking at grade level cohorts, there are promising results. In 2016-2017, 30% of 4th graders scored at levels 3 and 4 but as 6th graders 50% of them performed at this level. 6th graders scored at 26% in 2016 – 2017 but as 7th graders scored at 31% proficiency and as 8th graders scored at 43% proficient. While there are certainly struggles among our economically disadvantaged students, Tapestry Charter School will show growth towards achieving the Comparative Performance by Grade Level by bringing the Effect Size closer to 0.3 in the 2018-2019 data.

Accountability Dossier

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	53.8	49	49.0	53.5	-4.5	0.29
4	65.4	48	47.9	45.1	2.8	0.15
5	55.0	73	30.1	38.0	-7.9	-0.49
6	64.2	63	54.0	46.5	7.5	0.46
7	71.6	57	29.8	33.9	-4.1	-0.22
8	73.5	54	40.7	41.5	-0.8	-0.04
All	63.6	344	41.3	42.6	-1.3	-0.08

School's Overall Comparative Performance:

Lower than Expected

ADDITIONAL EVIDENCE

Although we did not have a positive effect size when comparing our students to those with similar economic status in New York State, we have closed the gap from a much larger negative effect size in 2015-2016 of -0.26. We anticipate continued success without economically disadvantaged students so that we can reach our comparative measure goal of at least a small effect size of at least 0.3.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	All	62.1	279	27.6	34.8	-0.46
2016-17	All	65.3	319	37.3	35.8	0.09
2017-18	All	63.6	344	41.3	42.6	-0.08

Goal 3: Growth Measure⁶

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁷

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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RESULTS AND EVALUATION

Tapestry Charter School had an overall Mean Growth Percentile of 50.3. This exceeds its target goal of 50.0. Additionally, three of five grades exceeded the target of 50.0 mean growth percentile.

Accountability Dossier

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	41.8	50.0
5	53.0	50.0
6	52.8	50.0
7	53.0	50.0
8	49.3	50.0
All	50.3	50.0

ADDITIONAL EVIDENCE

Tapestry Charter School had an overall Mean Growth Percentile of 50.3. This is an increase from the 2015-2016 Mean Growth Percentile of 47.7. There was an increase in the mean growth percentile of 7th grade. The positive trends on the 2017-2018 exams indicate the positive trends on this measure will continue once the data is made available.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Target
	2015-16	2016-17	2017-18	
4	50.2	42.3	41.8	50.0
5	48.7	63.3	53.0	50.0
6	50.3	62.9	52.8	50.0
7	47.8	50.2	53.0	50.0
8	39.7	62.8	49.3	50.0
All	47.7	57.0	50.3	50.0

Goal 1: Optional Measure

Each year, at least 25% of students in each grade level 3-8 will meet their literacy growth goal on the NWEA reading assessment.

Method

This measure is based upon the universal screening tool employed by Tapestry Charter School, a norm-referenced test, the *NWEA*. Students in grades 1-11 are administered this assessment three times a year. The results are used to inform decisions about student enrollment in Tier 2 and Tier 3 Literacy Interventions, student groupings, and curriculum and instruction decisions.

Results

2018-2019 NWEA Growth Goal Performance by Grade Level				
Grade Level	Number Tested	Observed Growth	Projected Growth	Percent met projection
3	52	20.6	11.8	27
4	50	12.4	8.7	34
5	75	7.4	7.1	33
6	80	4.0	5.4	49
7	73	3.3	4.3	47
8	79	3.1	3.3	43

The above table highlights the student performance in meeting projected growth targets by grade on the *NWEA* in grades 3-8 in September 2018 and again in June 2019. Tapestry met the goal in June 2019 with 25% of students meeting their growth goals in all grade levels.

Evaluation

This was the first school year in which Tapestry used the *NWEA* assessment in order to measure our students' progress in reading and mathematics. While there was a learning curve with this process and we found the assessment to be much more rigorous than the previous SRI test we have administered, it has provided us with much more comprehensible and usable data.

We expect to see even more students meeting their growth goals as we become more comfortable with administering this program.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Tapestry did not meet the absolute measure of 75% of students in at least their second year performing proficient on the NYS ELA exam for grades 3-8. Tapestry also missed achieving the comparative measure needing an effect size of 0.03 or above. However, Tapestry met the growth goal of the mean unadjusted percentile in ELA for all tested students when compared to the state’s median growth percentile. Tapestry also achieved the comparative measure of students enrolled in at least their second year performing proficient at a greater rate than that of students enrolled in the local school district. Tapestry also met the state’s MIP set forth by the state’s ESSA system.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Achieved
Optional	Each year, at least 25% of students in each grade level 3-8 will meet their literacy growth goal on the NWEA reading assessment.	Achieved

ACTION PLAN

K-5 Literacy Action Plan

During the 2019-2020 school year we will be making shifts in literacy instruction and supports in order to improve early literacy, address the needs of certain subgroups, and ensure that our tier one instruction is strong.

In kindergarten and 1st grade we will be adding the Phonics Units of Study to our tier one literacy instruction. Research shows that systematic, explicit phonics instruction helps improve reading skills in the long run. This program will fit seamlessly with Reading and Writing Workshop in those grade levels. While our students have had phonics instruction in the past, it was never systematic and it has not been aligned across grade levels. If the phonics

implementation goes according to plan, 2nd grade will also add the Units of Study next year. In 3rd & 4th grade, our teachers will be adding a mini-lesson and debrief component to their hour long literacy block. This will provide students with more purpose when reading independent texts and more accountability during debriefs. Finally, in 5th grade there will be a 20 minute independent reading/skills block that will be carved out during ELA/writing time. This block is designed to give struggling 5th grade readers an opportunity to practice comprehension skills at their own level before applying them in complex texts. It also gives students time to read for pleasure when they are not working in a skills groups.

In addition to shifts in tier one instruction, we have made a large shift in our intervention structure. Thanks to a grant that our school has received, all three of our literacy specialists are receiving training in Reading Recovery. This will allow us to deliver 1 on 1 reading interventions to 24 1st graders during the school year. That should make a huge impact in the years to come and lessen the need for later interventions.

Finally, during our first professional development cycle of the year we will be working on purposeful planning. This cycle will begin with literacy and focus on team planning to get all members on the same page. In addition, there will be an emphasis on using data and anecdotal notes to drive literacy instruction, thus giving students exactly what the need in the classroom. Later in the year, we will continue our professional development on student engaged assessment. Teachers will revamp products and writing rubrics throughout the school year, carrying over their work from last year. In the spring, the spotlight will be on having students monitor their own progress toward goals and continually reflect on their progress. This will be primarily centered around literacy instruction.

6-8 Literacy Action Plan

During the 2019-2020 school year, we will be making shifts to focus more on department goals and continue the focus of school wide instructional strategies. This will support the overall needs of certain subgroups and to ensure that instructional practices are data driven and responsive to students.

As an ELA department, there will be a consistent use in ELA to implement the Engage NY modules as a curriculum, but teachers are being given the opportunity to revise the anchor text to a different text that is more culturally relevant to students. More support and focus is being given to the ELA department as a whole through our shared leadership structure. The ELA department head is being trained in supporting teachers in the development of standards aligned interim assessments, data cycles with interim assessments and student work protocols and will be facilitating department lesson cycles. This will allow for time to be spent aligning curriculum reviewing student work and data and engaging in peer observations and feedback. There will also be a professional development cycle around the use of student engaged assessment through the use of checks for understanding to impact Tier 1 instruction.

We will continue to implement the enrichment program within the schedule, but have added 5 minutes per day to this period. We will continue with literacy and special education teachers pushing into ELA classes and using co teaching methods. We will be training our specialists and special education teachers on co teaching structures to improve the impact of this instructional model. The Instructional Leadership Team will continue to review

school-wide data and implement a common strategy to address deficits. This year there will be 3 data cycles being implemented as a part of the ILC team.

During the tier 2 and 3 literacy groups, teachers are utilizing the MAPS Skills to progress monitor their students and respond to needs in their instruction. Silent sustained reading remained a part of the schedule to allow for students to have time to read independent books as well as the module anchor text during a more structured FLEX block.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Tapestry did not reach this accountability measure with the 2015 cohort with only 37% reaching at least a level 4 on the Common Core exam. While this is significantly lower than in previous years, this can be attributed to teacher turn over. Our 11th grade ELA teacher left our school in the middle of the year, and students were left without a suitable replacement for much of the year until our librarian stepped up to teach the course for the remainder of the year. While we have not reached this measure in the past, we came with 71% of the 2013 cohort passing with at least a level 4 on this exam. We anticipate that with the coaching that our new ELA hire this teacher is receiving in the upcoming school year that we will soon make positive gains towards this goal.

In order to provide our teachers with better data about our students' literacy skills, we also switched our progress monitoring program from the Scholastic Reading Inventory (SRI) to the NWEA MAPS assessment. We are confident that this switch will provide our literacy specialists and ELA teachers with the data that they need to differentiate their instruction to better meet the needs of our struggling students. We are implementing literacy groups for 1 on 1 targeted

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intervention support for our struggling readers using this data as well. With these interventions in place, we are confident that we can increase the number of students scoring at least a level 4 on the Common Core ELA exam.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	75	71
2014	2017-18	72	47
2015	2018-19	75	37

ADDITIONAL EVIDENCE

Given the struggles that our students have in their literacy skills, there has been an ongoing emphasis on teaching literacy across the content areas. We have been engaging our full staff with strategies to promote students' literacy skills, and have used the Common Core initiatives and modules as a guide to ensure that we are engaging our students in high levels of rigor. This year, we also began a push during professional development to encourage teachers' use of protocols to promote active engagement and enhanced literacy skills. We found that infusing literacy strategies at the point of instruction is beneficial to our students lacking essential literacy skills. We plan to build upon and continue to improve on this model in the upcoming year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	N/A	N/A	79	34	75	37
2016	N/A	N/A	N/A	N/A	79	38
2017			N/A	N/A	N/A	N/A
2018					N/A	N/A

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

⁸ Based on the highest score for each student on the English Regents exam

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

While the percent of students scoring at least level 3 on Regents English Common Core Exam has dropped from the previous years, we have exceeded our goal of 80%. Given the hardships that we have experienced with teacher turnover in that position, we are proud to have met this absolute measure.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁹

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	75	99
2014	2017-18	72	90
2015	2018-19	75	83

ADDITIONAL EVIDENCE

The table below shows that the percent of students achieving at least a level 3. There was a slight decrease in the number of students passing at this level of proficiency but given our issue with teacher turnover in this position we are satisfied with the level that we have maintained in the 2016 cohort.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	79	67	75	83
2016	N/A	N/A	N/A	N/A	79	82
2017			N/A	N/A	N/A	N/A
2018					N/A	N/A

⁹ Based on the highest score for each student on the English Regents exam

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.¹⁰ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2019-19 English language arts MIP for all students of 191.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The performance index for the 2015 high school accountability cohort was 131.5. This means that Tapestry did not meet this absolute measure set forth in the state’s ESSA accountability system.

English Language Arts Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
75	17	45	17	21
$ \begin{array}{rclclclcl} \text{PI} & = & 45 & + & 17 & + & 21 & = & 83 \\ & & & & 17 & + & 21 & = & 38 \\ & & & & & + & (.5)*21 & = & 10.5 \\ & & & & & & \text{PI} & = & 131.5 \end{array} $				

ADDITIONAL EVIDENCE

While the state has raised the bar for all students, and students’ scores between 65 and 74 are now considered by SED to be subpar, it is important not to lose sight of the impressive accomplishment of the many students in the cohort who were eligible for local diplomas, and instead earned regular Regents diplomas with scores at and above 65 in all areas. Many of

¹⁰ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

these students are appropriately seeking community college programs in fields that meet their interests and the needs of the Buffalo community. There is as much dignity in the trades as there is in a four-year liberal arts degree.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

At this time, the scores for the 2015 cohort for Buffalo City Schools has not been released. However, based on the Buffalo City School District's past performance we would assume that based on this information that Tapestry's performance level 4 or higher would also be higher than the district's rate. For the 2014 cohort, Tapestry exceeded the percentage of those in the school district that earned a percent level 4 or 5 by 9%. However, regarding Tapestry's performance, we are aiming to reach and exceed the new standards and college and career readiness levels regardless of the Buffalo Public or state outcomes.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	55	75	44	2359
2014	2017-18	47	72	38	2517
2015	2018-19	37	75	N/A	N/A

ADDITIONAL EVIDENCE

Although the data for Buffalo Public Schools has not been released for the 2015 cohort, we saw a slight decline from the 2013 to 2014 cohorts. With the changes we have in place we expect this to rise. We continually outperform the Buffalo Public School District and anticipate that we will with the 2015 cohort once that data is released.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

At the time of writing of this accountability report the results of the 2015 cohort for Buffalo City Schools have not been released. Although we experienced a 7% decrease from 2014 to 2015 cohort, Tapestry has always outperformed Buffalo City Schools. Since it exceeded the district by 25% with the 2014, cohort, we anticipate that we will exceed the district by a similar margin for the 2015 school year.

Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	99	75	72	2359
2014	2017-18	90	72	65	2517
2015	2018-19	83	75	N/A	N/A

ADDITIONAL EVIDENCE

Although the results of the 2015 Buffalo City School District cohort is not yet available, based on past performance and consistently high levels of students performing at a level 3 or higher, we predict that we will outperform the district by at least 10%.

Goal 3: Comparative Measure

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Although the PI for the Buffalo City School District has not yet been released, Tapestry has consistently outperformed the performance index for the Buffalo City School District. Based on past results, we anticipate that these results will once again hold true this year.

English Regents Performance Index (PI)¹¹
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	170	75	139	2359
2014	2017-18	148	72	122	2517
2015	2018-19	131	75	N/A	N/A

ADDITIONAL EVIDENCE

Tapestry has fallen in its performance index since the 2013 cohort. However, we continue to outperform the Buffalo City School District and will continue to do so in the upcoming years, focusing on our own personal internal measures to look for growth.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Tapestry did not meet its accountability goal of at least 50% of students meeting the college and career readiness standard when they did not score proficient on their 8th grade English

¹¹ For an explanation of the procedure to calculate the school's PI, see page 28.

language arts exam. Of the 52 students in the 2015 cohort whose records from the eighth-grade language arts exam were available, 27 percent of them reached the college and career readiness standard of 75%. In examining the data for the 2014 cohort, there was a similar trend with 39% of those achieving 4 on a Common Core ELA exam.

Tapestry Charter School has historically had great success in preparing our students to pass their Common Core English exams with a 65%, as is the standard for graduation. The goal of 75% set forth in this accountability report is less realistic at this time, as many of our students enter high school with deficient eighth grade ELA skills. The growth in literacy skills from elementary through high school years is encouraging. However, until this year we struggled with our students obtaining the percent passing score of 75% of Level 4 due to the fact that students do not need this level of proficiency to graduate from high school. As we continue to build our literacy program, we will see the number of students passing with a score of 75% continue to rise.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹²

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17	57	68
2014	2017-18	54	39
2015	2018-19	52	27

ADDITIONAL EVIDENCE

In an effort to increase our percent of students achieving level 4's we have tried many things, including allowing the students to take the exam in January, June and in both January and June. Since we have not seen an improvement in the number of level 4's when students have had multiple opportunities to retake this exam multiple times, we now test our students in June and encourage them to try for a higher score in August.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

¹² Based on the highest score for each student on the English Regents exam

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

Tapestry exceeded this accountability measure for the third consecutive cohort. For the 2014 cohort, 81% of students who were not proficient in the 8th grade were proficient on the Regents Common Core exam.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17	57	98
2014	2017-18	54	87
2015	2018-19	52	81

ADDITIONAL EVIDENCE

While Tapestry peaked with the 2013 cohort with 98% of students who were not proficient in 8th grade passing the English Regents exam with at least a performance level 3, the results of the 2015 cohort were similar to that of the 2014 cohort with 81%. We anticipate similar results in future cohorts.

Goal 3: Optional Measure

Each year, at least 25% of students in each grade level 9 and 10 will meet their literacy growth goal on the NWEA reading assessment.

Method

This measure is based upon the universal screening tool employed by Tapestry Charter School, a norm-referenced test, the *NWEA*. Students in grades 1-11 are administered this assessment three times a year. The results are used to inform decisions about student enrollment in Tier 2 and Tier 3 Literacy Interventions, student groupings, and curriculum and instruction decisions. Although tested, students in grade 11 are not included in this accountability report goal because NWEA does not provide norm referenced growth goals for students beyond grade 10.

Results

¹³ Based on the highest score for each student on the English Regents exam

2018-2019 NWEA Growth Goal Performance by Grade Level				
Grade Level	Number Tested	Observed Growth	Projected Growth	Percent met projection
9	74	5.4	2.1	72
10	74	4.1	1.1	64

The above table highlights the student performance in meeting projected growth targets by grade on the *NWEA* in grades 9 and 10 in September 2018 and again in June 2019. Tapestry well exceeded the goal in June 2019 with 25% of students meeting their growth goals in all grade levels.

Evaluation

As was previously mentioned, this was the first school year in which Tapestry used the *NWEA* assessment in order to measure our students’ progress in reading and mathematics. While there was a learning curve with this process and we found the assessment to be much more rigorous than the previous *SRI* test we have administered, it has provided us with much more comprehensible and usable data. We expect to see even more students meeting their growth goals as we become more comfortable with administering this program.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The data has not yet been released by the Buffalo City School District, so we are unable to determine our performance on the comparative measures set forth in this accountability report. However, based on past performance we are confident that we will have achieved these outcomes. Tapestry did not achieve its absolute measure of 65% scoring at least a level 4 on the Regents Exam in English Language Arts. We also did not achieve our growth measure of 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam meeting or exceeding Common Core expectations. However, we did achieve our absolute measure of 80% of our students achieving at a level 3 on the English Regents exam and our growth measure of 75 percent of students who did not score proficient on their New York State 8th grade English language arts exam who scored at least Performance Level 3 on the Regents Exam in English Language Arts.

Type	Measure	Outcome
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Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not Achieve
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Did not Achieve
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A - Data not yet released
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A - Data not yet released
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A - Data not yet released
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not Achieve
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Optional	Each year, at least 25% of students in each grade level 9 and 10 will meet their literacy growth goal on the NWEA reading assessment.	Achieved

ACTION PLAN

The current ELA program at Tapestry consists of four years of English Language Arts with the option of a dual enrollment English 12 course. In addition we provide an English tutorial for seniors who have not passed the ELA Regents exam by the fourth year in their cohort. This tutorial is targeted and skill based to ensure students are filling the skill gaps that prevent them from being successful on the ELA Regents exam.

During the 2019 summer the ELA department engaged in curriculum work funded by a grant from the Cullen Foundation that provided the time to write curriculum maps aligned to the Next Gen ELA standards. The first step of this work was to identify power standards and unpack their meaning. Teachers were able to take this information and create long term learning targets for their units. While we have had teacher turnover in the ELA department in recent years we recognize that by creating aligned and vetted curriculum maps we will have less gaps if and when we turn over teachers. The goals of the ELA department for 2019-2020 include the alignment of their curriculum to the Next Gen ELA standards and to create a continuum of skill progression across the grade levels.

In addition, ELA teachers in grades 9-11 will give the NWEA assessment in their classes. They, along with the entire staff, will engage in professional development around the data that the NWEA provides. The extensive and comprehensive reports that are given from the NWEA will provide the necessary data points to make informed decisions regarding flexible groupings, targeted skills practice and tiered readings. In addition the NWEA will be the baseline data used to form literacy groups in grades 9-11.. These small instructional groups will use the MAPS assessment feature of the NWEA to provide targeted instruction and progress monitor fluid groups of students. The goal of this RTI model is to bridge the literacy gap for our lowest readers.

In order to increase the effectiveness of the NWEA and provide teachers with valuable resources we have formed a new Instructional Leadership Counsel for the 2019-2020 school year. The goal of this group is to unpack data and provide professional development around that data for staff. One key data point this group will focus on is the NWEA data. With a clear understanding of the data presented from the NWEA our teachers can be intentional about the curriculum decisions they make and the alignment of standards for individual cohorts.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

BACKGROUND

K-5 Background

During the 2018-2019 school year all teachers K-5 continued to use EngageNY modules for their pacing and curriculum for tier 1 instruction. The curriculum allows students to learn through a logical progression of pictorial to abstract while making connections within various math strands. In addition, teachers supplemented the modules with materials created around the language of the Common Core Math Standards.

This past year Guided Math was also implemented school wide in K-5 to ensure differentiated instruction, hands-on math experiences and spiral review. This was a large shift for staff. Out of the fifteen teachers who teach mathematics, four teachers and eight teaching partners were new to the K-5 building and only one was dabbling with Guided Math before the 2018-2019 school year. To support teachers through this large instructional shift, staff participated in learning walks and Guided Math Professional Development. Several teachers attended a three day in house Guided Math PD over the summer and

seven attended a two day Guided Math PD in Rochester at the beginning of December 2018.

As Tapestry continues to grow, teams are growing as well. To ensure consistency across grade levels, a math specialist met weekly with each team to preview lessons and differentiate and create spiraled centers to meet students needs based on in-class, interim, NWEA and NYS data. Additionally, after math interim assessments, grades 2-5 participated in data digs to identify trends across their grade and plan lessons/centers to address student needs.

Lastly, each grade analyzed all mid and end of module assessment to ensure rigor and alignment to standards. Before a module began, Grades K-2 also sent home newsletters with family activities to support the math instruction. Grades 3 and 4 supplied families with informative newsletters. Furthermore, the math specialist created assessment cover letters with learning targets aligned to standards to share out student progress.

6-8 Background

The middle school worked on refining its curriculum during the 2018-2019 school year. Our teachers continued to develop their own curriculum based off of the standards and pull in resources. However, in 6th grade the shift was made to utilize the Engage NY modules. As students are learning from the modules in the elementary grades it made the most sense to continue the consistency into middle school. The sixth grade math teacher was also able to work with the instructional coach on looking at student work and planning based on student need and the scope and sequence of standards.

In addition to a 49 minute minute block of Math class, students also have a 30 minute block of enrichment each day. The groupings for these blocks are based off of student needs and provided tier 2 and 3 instruction to targeted instruction to students. This was a larger shift made due to the hiring of a new math specialist and a special education teacher per grade level. There was an effort made to increase the co teaching approach in classes and in each grade level there was a block of math classes with both a special education teacher and the literacy specialist teaching with the general education teacher.

Staffing was inconsistent in the 2018-19 school year. We started the year with a new position by adding a math specialist. The math specialist was able to push into each grade level and provide tier 3 instruction to students. Tier 3 math instruction was a new structure for the 2018-19 school year. However, we lost our 8th grade math teacher mid-year and our math specialist and Spanish teacher (former 8th grade math teacher) had to step into covering classes in 8th grade math. This had an impact on the number of students receiving tiered intervention.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

SIRS 302 in L2RPT

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	51	0	0	0	2	53
4	51	0	0	0	1	52
5	71	0	0	0	9	80
6	69	2	0	0	12	81
7	66	3	0	0	11	77
8	65	2	0	0	14	80
All	373	7	0	0	49	423

RESULTS AND EVALUATION

Tapestry Charter School students earned scores below the accountability goal of 75%. The aggregate percentage of Tapestry Charter School students who were in at least their second year earning proficient scores in the NYS mathematics assessment was 40%. While this still does not meet the accountability measure, it is a 1% increase from last year. We are confident that this positive trend will increase in upcoming years.

Data Site

Performance on 2018-19 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	43	51	43	51

¹⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

4	61	51	62	45
5	28	71	45	38
6	30	69	33	64
7	20	66	22	45
8	35	65	38	48
All	35	373	40	291

ADDITIONAL EVIDENCE

Testscore.wnyric.org

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	N/A	N/A	N/A
8	2017-18	Algebra 1	83	23
8	2018-19	Algebra 1	100	25

Tapestry Charter School earned an aggregate proficiency rating of 40% for students enrolled in at least their second year. Of particular note, is the performance of the 7th grade cohort in 2016-17 compared to their performance as 8th graders in 2017-18, an increase of 10%.

At Tapestry, we are proud to offer our 8th grade students the opportunity to take Regents Algebra during their 8th grade year. This is not in lieu of the 8th grade assessment, although some students in the Regents course do opt out of state testing in May. In our second year of offering this course we are happy to report that 100% of students who took the Common Core Algebra Regents exam passed with at least a 65%.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	59	39	67	46	43	51
4	38	47	43	44	62	45
5	45	29	38	42	45	38
6	26	46	30	56	33	64

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

7	21	43	28	50	22	45
8	11	53	29	46	38	48
All	29	257	39	284	40	291

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Data Site

RESULTS AND EVALUATION

Tapestry Charter School's performance index for the 2018-2019 school year is 104. This falls below the state's goals of and MIP score of 107 by 3. When comparing the performance index from 2018 to 2019, we found a slight increase in the percent of students at level 2 (27% as compared to 25% the previous year) and a slight decrease in students at performance level 3 (21% as compared to 22% the previous year) and level 4 (14% as compared to 17% the previous year). This shows that we need to improve in decreasing our level 2's and increasing the number of students at the level of proficiency.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
373	39	27	21	14

$$\begin{array}{rclclclcl}
 \text{PI} & = & 27 & + & 21 & + & 14 & = & 62 \\
 & & & & 21 & + & 14 & = & 35 \\
 & & & & & + & (.5) * \frac{1}{4} & = & 7
 \end{array}$$

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁵

RESULTS AND EVALUATION

Tapestry Charter School met this measure by outperforming the local district in aggregate across grades 3-8. Overall, Tapestry students outperformed Buffalo Public School students by 19 percentage points. This is a 1% increase over last year.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	43	51	28	2384
4	62	45	21	2456
5	45	38	20	2301
6	33	64	22	2212
7	22	45	16	1963
8	38	48	17	1956
All	40	291	21	13272

ADDITIONAL EVIDENCE

Tapestry Charter School met this measure by outperforming the local district in grades 3-8 by 19 percentage points. This is an increase over previous years. In 2016 Tapestry outperformed the district by 12 percentage points, in 2017 Tapestry outperformed the district by 18 percentage points and in 2019 Tapestry outperformed the district by 19 percentage points. This shows that Tapestry is trending in a positive direction when compared to the Buffalo City School District.

¹⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	59	22	67	31	43	28
4	38	18	43	20	62	21
5	45	19	38	18	45	20
6	26	20	30	22	33	22
7	21	15	28	19	22	16
8	11	7	29	14	38	17
All	29	17	39	21	40	21

Additional evidence is presented below. Tapestry has a higher aggregate proficiency rate compared to other charter schools within the Western Region of New York State that are considered “high-performing,” with similar demographics and/or have recently had their charter recently renewed.

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		Buffalo United Charter School		Charter School for Applied Technologies		South Buffalo Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	43	51	41	68	37	180	56	95
4	62	45	22	67	36	184	28	94
5	45	38	9	70	41	135	38	97
6	33	64	38	63	36	188	37	90
7	22	45	19	53	12	161	31	87
8	38	48	29	59	21	175	36	81

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

All	40	291	26	680	30	1023	38	544
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Goal 4: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Tapestry Charter School did not meet its goal to achieve an effect size of 0.3. In 2017-2018, Tapestry earned an overall effect size calculation of -0.20. While that does not meet the accountability measure, it is an improvement over last year's effect size of -0.26. It should be noted that 3rd and 8th grade did much better than predicted when examining comparative performance by grade level.

2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	53.8	50	64.0	56.6	7.4	0.46
4	65.4	48	43.8	45.5	-1.8	-0.09
5	55.0	70	32.9	45.8	-13.0	-0.80
6	64.2	60	31.7	41.9	-10.2	-0.60
7	71.6	54	33.3	33.7	-0.4	-0.02
8	73.5	50	28.0	24.0	4.0	0.18
All	63.5	332	38.3	41.4	-3.2	-0.20

School's Overall Comparative Performance:

Lower than Expected

ADDITIONAL EVIDENCE

Tapestry Charter School did not meet the measure. However, the effect size of -0.20 is an improvement of 0.06 from the 2016-2017 school year and 0.24 from the effect size of -0.44 that was earned in 2015-16. Tapestry is trending in a positive direction. Overall, there were two grade levels who had positive effect sizes, which is better than last year when only one grade level earned a positive effect size.

Four out of the six individual grade levels and our overall effect size improved from 2016-2017 to 2017-2018. These results can be found in the additional table below. Should these trends continue, we can anticipate Tapestry meeting the benchmark in 2018-2019 when that data is made available.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	ALL	61.9	268	28.2	36.2	-0.44
2016-17	ALL	65.2	313	29.4	34.1	-0.26
2017-18	ALL	63.5	332	38.3	41.4	-0.20

Grade	2015-2016 Effect Size	2016-2017 Effect Size	2017-2018 Effect Size
3	0.22	0.28	0.46
4	0.21	-0.47	-0.09
5	-1.10	-0.46	-0.80
6	-0.46	-0.19	-0.60
7	-0.88	-0.37	-0.02
8	-0.41	-0.28	0.18
All	-0.44	-0.26	-0.20

Goal 4: Growth Measure¹⁶

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.¹⁷

RESULTS AND EVALUATION

Tapestry Charter School had an overall Mean Growth Percentile of 52.8. This means that it met this accountability measure. Most notably, grades 6 and 7 exceeded the statewide median by 17.2 and 21.6 respectively. The positive trends on the 2018-2019 exams indicates the positive trends on this measure will continue once the data is made available.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	46.6	50.0
5	43.1	50.0
6	67.2	50.0
7	71.6	50.0
8	33.5	50.0
All	52.8	50.0

ADDITIONAL EVIDENCE

Tapestry Charter School had an overall Mean Growth Percentile of 52.8. This is an increase over the mean growth percentile for the 2016-2017 school year by 1.4. Notably, 5th graders in 2015-2016 scored at 43.1, but as 6th graders in 2016-2017 they scored at 57.1, a 14 percent

¹⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁷ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

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increase. Then as 7th graders in 2017-2018 they had a mean growth percentile of 71.6, another 14.5% increase. Similarly, 4th graders in 2015-2016 scored at 46.6 but as 7th graders in 2017-2018 scored at 67.2. The positive trends historically combined with the positive growth seen on the 2018-2019 test scores indicates a continued increase in performance on this measure in the future.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	46.6	48.9	46.6	50.0
5	43.1	49.8	43.1	50.0
6	67.2	57.1	67.2	50.0
7	71.6	44.5	71.6	50.0
8	33.5	54.5	33.5	50.0
All	52.8	51.4	52.8	50.0

Goal 4: Optional Measure

Each year, at least 25% of students in each grade level 3-8 will meet their mathematics growth goal on the NWEA mathematics assessment.

Method

This measure is based upon the universal screening tool employed by Tapestry Charter School, a norm-referenced test, the *NWEA*. Students in grades 1-11 are administered this assessment three times a year. The results are used to inform decisions about student enrollment in Tier 2 and Tier 3 Literacy Interventions, student groupings, and curriculum and instruction decisions.

Results

2018-2019 NWEA Growth Goal Performance by Grade Level				
Grade Level	Number Tested	Observed Growth	Projected Growth	Percent met projection
3	52	11.0	14.8	31

4	50	12.0	13.0	52
5	75	8.5	10.6	40
6	80	9.3	8.3	50
7	72	8.3	6.3	64
8	79	5.4	4.7	49

The above table highlights the student performance in meeting projected growth targets by grade on the *NWEA* in grades 3-8 in September 2018 and again in June 2019. Tapestry met the goal in June 2019 with 25% of students meeting their growth goals in all grade levels.

Evaluation

This was the first school year in which Tapestry used the *NWEA* assessment in order to measure our students’ progress in reading and mathematics. While there was a learning curve with this process and we found the assessment to be much more rigorous than the previous *SMI* test we have administered, it has provided us with much more comprehensible and usable data. We expect to see even more students meeting their growth goals as we become more comfortable with administering this program.

SUMMARY OF THE MATHEMATICS GOAL

Tapestry did not meet the absolute measure of 75% of students in at least their second year performing proficient on the *NYS Mathematics* exam for grades 3-8. Tapestry also did not meet the year’s *MIP* as set forth in the state’s *ESSA* accountability system and the school did not exceed its predicted level of performance on the state mathematics exam by an *Effect Size* of 0.3 or above. However, Tapestry achieved the comparative measure of students enrolled in at least their second year performing proficient at a greater rate than that of students enrolled in the local school district. Tapestry met the Growth goal of the mean unadjusted percentile in math for all tested students when compared to the state’s median growth percentile.

Type	Measure	Outcome
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Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Did not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Achieved
Optional	Each year, at least 25% of students in each grade level 3-8 will meet their mathematics growth goal on the NWEA mathematics assessment.	Achieved

ACTION PLAN

K-5 Action Plan

During the 2019-2020 school year we will be making changes to the math instruction in order to support teachers with purposeful planning and engage all students with problem solving and self reflection.

Tapestry has partnered with Buffalo State College to explore work around equity in mathematics. Equity in math can come in many forms. This year we will be focusing on the importance of classroom community and exploring various entry points within a problem. Thus, the Math Specialist and Buffalo State Professor wrote a grant to supply teachers with the essentials to explore the importance of Math Talks. Math Talks allow students to problem solve, exchange ideas and learn how to question and support one another in a structured setting. In grades kindergarten through fifth grade, teachers will be given the opportunity to participate in a Math Talk PD cycle every Friday during the months of October and November during crew. In turn, teachers will facilitate math talks during crew throughout the year.

Our tier 1 math instruction will continue to refine guided math. Each fifth grade classroom has a City Year member. This will support with the guided math structures and ensuring rigorous and differentiated centers. Also, the Curriculum Director and Math Specialist will be pushing into the fifth grade math classroom two times a week to deliver tier 2 math support to a small group of students during center rotations. To assist students with problem solving, teachers will engage in a PD around purposeful planning and various instructional strategies that help students achieve the intended outcome. Grapple lessons will be the focus of the PD

cycle, for it has students persevering, reasoning, and building an in-depth understanding of skills/strategies for open ended problems. During this time teachers will have the opportunity to plan, facilitate and reflect on a grapple lesson. Also, they will have the opportunity to view and debrief another teachers grapple lesson.

Finally, self reflection will be a priority at all grade levels. Math reflection days have been built into the math pacing calendar along with an editable reflection form to meet class needs. Also, we have made a shift in our expectations for NWEA benchmark assessments for students in grades 1-5. All students will be taking time before and after the ELA and math benchmark to reflect on where they are, where they want to be and steps to achieve the goal. The NWEA assessment data and reflection page will be shared with families during Student Led Conferences.

6-8 Action Plan

During the 2019-2020 school year, there will be a consistent use in Mathematics to implement the Engage NY modules as a curriculum in all grade levels. More support and focus is being given to the Mathematics department as a whole through our shared leadership structure. The Math department head is being trained in supporting teachers in the development of standards aligned interim assessments, data cycles with interim assessments and student work protocols and will be facilitating department lesson cycles. This will allow for time to be spent aligning curriculum reviewing student work and data and engaging in peer observations and feedback. There will also be a professional development cycle around the use of student engaged assessment through the use of checks for understanding to impact Tier 1 instruction.

A new support for this year also includes curriculum support and vertical alignment from Erie 1 BOCES. Leading into the school year, BOCES audited the curriculum and provided professional development to math teachers around conceptual understanding of the math curriculum, review of data and vertical alignment to needs and understanding the Next Generation math standards. There is an additional professional development day planned during the school year to continue this support.

We will continue to implement the enrichment program within the schedule, but have added 5 minutes per day to this period. We will continue with the math specialist and special education teachers pushing into Math classes and using co teaching methods. We will be training our specialists and special education teachers on co teaching structures to improve the impact of this instructional model. The Instructional Leadership Team will continue to review school-wide data and implement a focus on the practice standards. This year there will be 3 data cycles being implemented as a part of the ILC team.

During the tier 2 and 3 math groups, teachers are utilizing the MAPS Skills to progress monitor their students and respond to needs in their instruction.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Tapestry did not meet this accountability measure, as 27% of students in the 2015 cohort passed their Regents examination in math at a level 4. However, we are showing great growth as this is a 13% increase over the previous year and 18% compared to the 2013 cohort. Tapestry continues to show growth with its students reaching a level of mastery and will continue to do so.

As student and staff mindsets shift to reflect the college and career readiness goals, and the fact that 65%, although acceptable for NYS is not acceptable at Tapestry, re-testing will be encouraged for all students scoring below 80 percent.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	2016-17	75	9
2014	2017-18	72	14
2015	2018-19	75	27

ADDITIONAL EVIDENCE

For the 2018-2019 school year, we have made the switch to only teach our Algebra course to 9th graders over the course of one year. In previous years, we thought that spreading the course over two years and testing students at the end of 10th grade would produce better results, because it would allow us more time to teach our students the foundational skills they are lacking. As evidenced by our results however, after three years of this model they have not

¹⁸ Based on the highest score for each student on a mathematics Regents exam

been able to reach the college and career readiness standard of 80% and find success on the Regents exam at the end of their sophomore year.

For this upcoming school year, all students are on a one year Algebra track, with the addition of weekly math labs with their classroom teacher. We also have a co-teacher for Algebra so that there are two teachers at the point of instruction for all students. This provides an outlet for small group differentiation and targeted intervention so that students can get the one on one tutoring that they need to score at a college and career readiness level.

The table below shows that the number of level 4 students fell by 3% for the 2018 cohort. We are expecting that with the changes to our curriculum and course offerings that have previously been mentioned that we will see this number grow.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	81	25	79	24	75	27
2016	82	5	81	7	79	8
2017			87	9	80	9
2018					84	6

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Tapestry achieved this absolute measure, as 91% of our students at least partially met Common Core expectations by scoring at or above a performance level 3 on Regents Mathematics Common Core Exams. This is consistent with past performance, as Tapestry has met this absolute measure for both the 2013 and 2014 cohorts.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam

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by Fourth Year Accountability Cohort¹⁹

Cohort Designation		Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
	Fourth Year		
2013	2016-17	75	88
2014	2017-18	72	85
2015	2018-19	75	91

ADDITIONAL EVIDENCE

Tapestry has experienced a decrease in the percent of students achieving at a level 3, after a peak with the 2015 cohort. We are confident that with the interventions that we have mentioned in the action plan below that we will see growth in this area in subsequent years.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	81	81	79	89	75	91
2016	82	16	81	67	79	82
2017			87	63	80	79
2018					84	75

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.²⁰ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

¹⁹ Based on the highest score for each student on a mathematics Regents exam

²⁰ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Tapestry Charter School did not meet its MIP set forth by the ESSA accountability system. However, compared to our MIP last school year, we increased this number by 20.5 so we are showing growth in this regard.

Mathematics Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	9	64	24	3

PI	=	64	+	24	+	3	=	91
				24	+	3	=	27
					+	(.5)*3	=	1.5
						PI	=	119.5

ADDITIONAL EVIDENCE

In past years Tapestry had met and exceeded the expectations set by the state for achievement in mathematics. Given the changes in the definitions of the Levels to a more challenging cut-off, the numbers of students in the desired Levels 3 and 4 had naturally decreased. In examining those who earned Level 1, it is noted that all the students in Level 1 are all eligible for local diplomas by virtue of their disability classifications. They have been granted local diplomas and have already pursued enrollment in community college programs. For seniors who were already eligible for a Regents diploma, and had earned a score between 65 and 79, now-Level 2, motivation to participate in retesting was low. They understood that the change in actual score would have virtually no personal meaning and were unmotivated to do so.

With the help of our instructional coaches, the math department has also done an audit of its curriculum, revamping its assessments and curriculum map to be better aligned with the common core and state assessments. We now implement interim assessments three times per year and have put a math lab intervention structure in place to differentiate based on our students' needs. As teachers become more familiar with their curriculum and improve their practice through interim assessment and solid curriculum, our PI will undoubtedly rise.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Based upon the past comparisons for graduating cohorts, Tapestry surpassed the Buffalo City School District in percent earning a 4 or 5 on Mathematics Regents assessments for the 2014 cohort by 1%. This is an improvement over the 2013 cohort that did not surpass the district. Information was not available for the Buffalo City School District's 2015 cohort at the time this report was written.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	9	75	15	3303
2014	2017-18	14	72	13	2517
2015	2018-19	25	75	N/A	N/A

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take

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Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The number of Tapestry students achieving a performance level of 3 or higher on a mathematics Regents exam substantially surpasses that of the Buffalo City School District. Although this year's data from the Buffalo City School District has not been released, our strong numbers that are now above the mid 80 percent range is expected to surpass their range in the high 50 percent.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	88	75	58	3303
2014	2017-18	85	72	54	2517
2015	2018-19	91	75	N/A	N/A

ADDITIONAL EVIDENCE

Tapestry held steady in the upper 80% of our students earning a mathematics Regents score of level 3 for both the 2013 and 2014 cohorts. We are proud that our percentage of students scoring at a performance level 3 is now above 90%, especially considering that this percentage seems stagnant for the Buffalo City School District. The data necessary to make a true comparison has not yet been released for the Buffalo City School District.

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

While the data for the 2015 cohort has not been released as of the writing of this report, Tapestry did not exceed the performance index of fourth year accountability cohorts of Buffalo City Schools. This can be attributed to the fact that a large district like Buffalo has many more

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resources and a much larger cohort of students that they are working with. Given the limitations of our program, Tapestry is educating students of the same demographic with limited resources as nearly the same level.

Mathematics Regents Performance Index (PI) of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	93	75	111	3303
2014	2017-18	99	72	153	2517
2015	2018-19	119.5	75	N/A	N/A

ADDITIONAL EVIDENCE

Tapestry saw an increase in its Performance index number for the 2015 cohort when compared to the 2013 and 2014 cohorts. While we still are not achieving at the level of Buffalo City Schools, we are making progress every year and will continue to do so.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Tapestry had 21% of its students who were not proficient on their 8th grade math assessments score with at least a performance level 4 on a mathematics Regents exam. Although that does not meet the 50% accountability goal, it beats last year's percentage by 8% and 16% when looking at the 2013 cohort. This shows that Tapestry is making positive strides towards meeting this accountability measure.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²¹

²¹ Based on the highest score for each student on the English Regents exam

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17	59	5
2014	2017-18	60	13
2015	2018-19	42	21

ADDITIONAL EVIDENCE

Tapestry has seen an increase in the number of students receiving a level 4 on the common core mathematics exams. This can be attributed to many things, among them is our use of interim assessments and data driven instruction. We now test students three times per year and use edoctrina to help us process the scores. Then department chairs meet with their colleagues to run data analysis meetings where they examine the data, look for patterns and create an action plan for future success. With the help of this new assessment and professional development structure, we are hoping to be able to better differentiate for our students and provide them with the skills they need to score at this level of proficiency on state assessments.

We are also encouraged by the fact that we have more 8th graders than ever staying at Tapestry to attend high school. As we begin a culture where students stay with us through middle and high school we expect to see the percent achieving level 4 rise as well.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

Tapestry has met this growth measure and overall is successful at getting our students to pass the required Regents examinations for graduation. While we have hovered around the mid 80% mark for three consecutive cohorts, we are happy to report that 93% of the 2015 cohort who were not proficient at the end of 8th grade have achieved a level 3 on at least on mathematics Regents exam. This is a 10% increase over the previous cohort.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²²

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17	59	88
2014	2017-18	60	83
2015	2018-19	42	93

ADDITIONAL EVIDENCE

Tapestry can attribute its increase in the percent of students achieving a level 3 on Regents math exams to several things, including the full time special education teacher who co-teaches with the Common Core Algebra teacher to provide small group differentiated instruction during class. We have also instituted a weekly math lab for all students so that they can use data to target students in small group. Additionally we have implemented the NWEA Maps growth system for our high school students so that we can more accurately pinpoint the skills our students are lacking and use these systems to build those skills. With these interventions in place we hope to see this number increase in subsequent years.

Goal 4: Optional Measure

Each year, at least 25% of students in each grade level 9 and 10 will meet their mathematics growth goal on the NWEA mathematics assessment.

Method

This measure is based upon the universal screening tool employed by Tapestry Charter School, a norm-referenced test, the *NWEA*. Students in grades 1-11 are administered this assessment three times a year. The results are used to inform decisions about student enrollment in Tier 2 and Tier 3 Mathematics Interventions, student groupings, and curriculum and instruction decisions. Although tested, students in grade 11 are not included in this accountability report goal because NWEA does not provide norm referenced growth goals for students beyond grade 10.

Results

2018-2019 NWEA Growth Goal Performance by Grade Level				
Grade Level	Number Tested	Observed Growth	Projected Growth	Percent met projection

²² Based on the highest score for each student on the mathematics Regents exam

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9	72	8.2	2.4	74
10	72	2.4	2.3	47

The above table highlights the student performance in meeting projected growth targets by grade on the *NWEA* in grades 9 and 10 in September 2018 and again in June 2019. Tapestry well exceeded the goal in June 2019 with 25% of students meeting their growth goals in all grade levels.

Evaluation

As was previously mentioned, this was the first school year in which Tapestry used the *NWEA* assessment in order to measure our students' progress in reading and mathematics. While there was a learning curve with this process and we found the assessment to be much more rigorous than the previous *SRI* test we have administered, it has provided us with much more comprehensible and usable data. We expect to see even more students meeting their growth goals as we become more comfortable with administering this program.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²³

Tapestry did not achieve its goal of 65% of students achieving a level 4 on their mathematics Regents exams. We also did not meet our MIP set forth by the *ESSA* accountability system or reach our PI according to the 2016-2017 data. However, Tapestry did achieve its goal to have 80% of our students pass at a level 3. We also achieved our growth goal as more than 75% of students who did not score proficient on 8th grade math assessments met the performance level 3 on a Regents math exam in high school. Unfortunately, there is not a lot of information released regarding math scores of comparative districts to accurately assess our progress against these measures.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

²³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Did Not Achieve
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A Data is not available
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A Data is not available
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Did Not Achieve
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Optional	Each year, at least 25% of students in each grade level 9 and 10 will meet their mathematics growth goal on the NWEA mathematics assessment.	Achieved

ACTION PLAN

It is evident by our data that while we are sufficient at getting our students to pass a Regents math course our students are not performing at a high level and/or continuing on to higher level math. In order to bridge this gap we have increased our support in our Math department. All students in the first year of the cohort are in a co-taught Algebra class. This added support allows for in class targeted re-teaching of skills, small group instruction and scaffolding for complex topics. In addition Algebra students are all enrolled in a math lab that meets once every six day cycle to work on target skill practice. Students will be able to test out of this support at the close of each quarter increasing student accountability and motivation.

For students that are not successful in Algebra in the first year of the cohort they are enrolled in a pre-geometry course. This course will provide them the necessary skills for success on the Algebra Regents while frontloading the essential skills they will need to be successful in geometry.

In order to increase student success in higher level math we have added a geometry lab for all students enrolled in the course. Using a similar model as the algebra lab students will have small group instruction that is targeted at their specific gaps. These groups are fluid and

flexible to ensure students are being given the support they need. In addition we have a teachers aide that will be providing additional support three days a week in geometry to re-teach critical skills and provide small group instruction within the larger group setting.

The Math department will use the results of the NWEA math assessments that are given twice a week to form lab groupings and plan to address any skill gaps. The professional development provided by the school Instructional Leadership Council will give teachers the tools they need to read the data rich NWEA reports. In addition the Math department engaged in curriculum work during the summer funded by the Cullen Foundation. All teachers worked to align their curriculum to the Next Gen Math Standards. They have also worked to align all assessments to NYS Regents exams in order to ensure reliable data and track progress towards mastery. A professional goal for the math department is to increase engagement. The department will focus on learning and practicing two protocols to increase engagement in their classes.

While there was teacher turnover in the math department during the 2019 school year the curriculum work that was done this summer ensured that each teacher started the year with an aligned curriculum map. In addition, we hired an instructional coach with a background in math and literacy. She will engage every content teacher in a coaching cycle this year with an additional focus on new teacher development.

In addition during the fall of 2019 we welcomed our largest cohort of students from our middle school at 65. Many of these students were on an advanced track in math and will follow that track throughout high school taking Geometry, Algebra II/Trigonometry, Pre-Calculus and Calculus in their senior year.

GOAL 5: SCIENCE

Goal 5: Science

BACKGROUND

K-5 Background

In 2018-2019, the K-5 program had a STEAM teacher for the first time. Although she was only part time, each grade level had an opportunity to spend 10-15 sessions with her throughout the school year. This allowed much more opportunity to address NY State Next Generation Science Standards than the school has had in the past. It also allowed each grade level to participate in more hands-on lab experiences and to address the engineering standards in a much more thorough fashion.

Beyond the work that was done in STEAM, each grade level had one to two expeditions that were science heavy. Those expeditions in each grade level touched upon NY State Next Generation Science standards while also integrating literacy and science content. In 5th grade, instruction is departmentalized so the students had more of an opportunity than many other grade levels to receive explicit science instruction around grade level standards.

6-8 Background

During the 2018-2019 school year, the science department focused their time developing assessment structures that aligned to the New York State Intermediate Level Science Exam and preparing for the upcoming changes to the NGSS. Teachers met over the summer with an in-house coach to create a Scope and Sequence for 6th grade Life Science Course, 7th and 8th grade Physics and Chemistry Course. Physics and Chemistry had to be taught in both 7th and 8th grade because the 2018-2019 school year was the last year of transitioning our middle school science curriculum to allow for a regents level Earth Science class to be taught in 8th grade. After building the courses, the middle school science teachers specifically looked at the 3 Dimensional model of teaching science according to the Next Generation Science Standards. It was agreed that every unit would explicitly address the Science and Engineering Practices as described in the NGSS and every unit would include one guiding question or anchoring phenomena.

We continued to build the curriculum throughout the school year as teachers met monthly with the same coach according to the courses. During that time, teachers and coaches created unit exams and interims based on the New York State Intermediate Level Science Exam. After building each unit assessment, teachers worked with the coach to incorporate the NGSS Science and Engineering Practices and to develop an anchoring phenomena. After students completed the unit exam, the teacher and coach would meet to review the assessment data and create a plan according to the results. Teachers analyzed performance on each standard of the assessment and adjust curriculum as needed based on student performance.

The 8th grade teacher also worked with the coach to create a review process that spiraled in 6th and 7th grade standards during class. Additionally, there was also intentional use of the enrichment structure of the schedule. This allowed students in 8th grade to rotate through a 10 week small group instructional session with their science teacher to focus on the lab practical.

Goal 5: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Tapestry did not meet this measure. While we did with fourth grade, as 87% of fourth grade students in at least their second year were proficient, but only 46% of eighth grade students in at least their second year were proficient. While fourth grad experienced a 4% increase in test scores compared to last year, 8th grade science experienced a 9% decrease. Overall, Tapestry students had a proficiency rate of 65% in science.

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Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	87	46
8	46	52
All	65	98

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	N/A	N/A	N/A
8	2017-18	Earth Science	43	28
8	2018-19	Earth Science	60	25

Tapestry has seen a relatively stable number of students earning a level of proficiency in the sciences. There was a decrease in proficiency in 8th grade science from the 2017-2018 school years, but saw a 4% increase in 4th grade science scores. The number of students who were tested, particularly in 8th grade from the 2017-2018 to the 2018-2019 increased, which can be attributed to the special importance we began placing on this exam after noting low participation numbers.

While Tapestry did not meet this accountability measure, we are making progress towards increasing the percent of students enrolled in at least their second year at proficiency by reorganizing our science program for the upcoming year. We offered our students the option to take Earth Science during their 8th grade year so that they are able to earn high school credit while still in middle school. While this did not exempt them from the 8th grade assessment, 60% of our students who took the Regents exam passed with at least a 65%. That is a 17% increase from the first time this Regents exam was offered to our 8th graders during the 2017-2018 school year. As we continue to expand this program and build our teachers' capacity in implementing the New Generation Science Standards in anticipation of another curricular shift, we expect to see our results in science increase.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency
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	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	86	50	83	46	87	46
8	50	56	55	44	46	52
All	67	106	69	90	65	98

Goal 5: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

Tapestry met this measure, as we outperformed the district by a total of 21%. In 4th grade we outperformed Buffalo Public schools by 23% and in 8th grade we outperformed the district by 22%.

This is compared to Buffalo Public's 2017-2018 data, as science data is not yet released from the state.

2018-19 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ²⁴	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87	46	64	2284

²⁴ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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8	46	52	24	1895
All	65	98	44	4179

ADDITIONAL EVIDENCE

Although district data for the 2017-2018 NYS Science Exam is unavailable at the time of this writing, Tapestry is confident that the school has outperformed the district on this year's assessment based on previous year's results for both Tapestry and the local district. Tapestry has made positive gains towards strengthening our science curriculum and ensuring that all students take and are prepared for state tests. We have outperformed the district every year.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	86	69	83	64	87	N/A
8	50	27	55	24	46	N/A
All	67	47	69	44	65	N/A

SUMMARY OF THE SCIENCE GOAL

Tapestry Charter School did not achieve the absolute measure that 75% of all tested students enrolled in their second year will perform at or above proficiency. Although we cannot determine if we achieved the comparative Measure, as the data for the local district is not yet available we met this accountability measure when using last year's data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved

ACTION PLAN

K-5 Action Plan

For the 2019-2020 school year the K-5 program will continue modifying the curriculum and aligning expedition work with the Next Generation NY State Science standards. Over the summer several teams met and planned to incorporate deeper science instruction in their expeditions. Fourth grade specifically created a new case study focusing on force, motion, and energy which will lead into their simple machines case study and their final product.

The big shift in K-5 science this year is the hiring of a full time STEAM teacher. With the addition of a full time teacher, STEAM has now become a super subject which all students will attend once every week. With this shift, time was spent this summer identifying areas within the curriculum maps of each grade level where there were gaps as far as science standards are concerned. All of the gaps in each grade level will be touched upon during STEAM instruction. Furthermore, the STEAM teacher has connected with each grade level to identify expedition science standards that can be enhanced through STEAM activities. Students in grades K-5 will be exposed to many more hands on experiments and labs this year. They will also get a heavy instructional focus on measurement at all grade levels since that has been identified as a struggle throughout the school.

6-8 Action Plan

Moving into the 2019-2020 school year, there will be a lot of attention given to the NGSS practices and standards. We have switched the curriculum in sixth grade and will slowly be adding a grade per year to make the formal switch. A new support for this year also includes curriculum support and vertical alignment from Erie 1 BOCES. Leading into the school year, BOCES audited the curriculum and provided professional development to science teachers around conceptual understanding of the science curriculum, review of data and vertical alignment to needs and understanding the NGSS. There is an additional professional development day planned during the school year to continue this support. We are also providing our science teachers with an additional teaching partner through the use of City Year Americorps members. This will allow for differentiation and small group instruction to better engage students in hands-on science learning.

The Science department head is being trained in supporting teachers in the development of standards aligned interim assessments, data cycles with interim assessments and student work protocols and will be facilitating department lesson cycles. This will allow for time to be spent aligning curriculum reviewing student work and data and engaging in peer observations and feedback. There will also be a professional development cycle around the use of student engaged assessment through the use of checks for understanding to impact Tier 1 instruction.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

Tapestry met this accountability measure with 81% of students passing Science Regents exams with a score of at least a 65%. This is a 6% increase from the 2014 cohort. Tapestry has consistently passed this accountability measure throughout its entire history.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁵

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	75	85
2014	2017-18	72	75
2015	2018-19	75	81

ADDITIONAL EVIDENCE

Achievement on Science Regents exams had been relatively stable since the school opened. Due to staffing changes however, our passing rate fell dramatically for the 2017 cohort. We have had teachers leave in the middle of the year and are often unable to fill these positions with certified teachers. For this upcoming school year, two of our five science teachers have been replaced. We expect to see positive changes based on these staffing changes.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	81	69	79	77	75	81
2016	82	76	81	78	79	85

²⁵ Based on the highest score for each student on any science Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2017			87	48	80	63
2018					84	60

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Tapestry Charter High School has substantially surpassed the Buffalo City School District in percent passing Science Regents for the 2013 and 2014 cohorts. The percentage of passing for Tapestry's 2015 cohort is 6% higher than the previous years, so it is undoubtedly higher than the district's rate. The 2015 cohort passing rate for the Buffalo City School District has not yet been released.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	91	77	61	3265
2014	2017-18	75	72	52	2517
2015	2018-19	81	75	N/A	N/A

ADDITIONAL EVIDENCE

We have made some intentional programmatic decisions in regards to our science program in order to increase student engagement and achievement.. For the 2019-2020 school year we have enrolled all 10th graders in Earth Science or Chemistry regardless of their performance on Living Environment. Historically our students struggle with testing fatigue and burnout when they repeat a course year after year. By moving all tenth graders in to Earth Science it gives them the opportunity to try another science and potentially receive a science Regents exam required for graduation by the end of their second year in the cohort.

For students in their third or fourth year of the cohort who have not yet passed a Regents science course they are enrolled in an Environmental Science course which will use the foundation of the content from Living Environment to prepare students to pass the Regents

exam. In addition to the essential skills needed for the exam this class will also focus on soft skills needed to persevere through mindfulness lessons and specific test-taking strategies.

In addition we have increased our course offerings by adding AP Biology as an upper level course offering. This course has garnered tremendous excitement for students and we have filled the course this year.

The science department engaged in professional development this summer through our grant with the Cullen Foundation. They focused on aligning their curriculum maps to the current standards while also pre-planning for the Next Generation Science standards that will be implemented in the Fall of 2020. In addition to curriculum work the science department also created a new lab policy with frequent check-ins with families to ensure that all students have the lab minutes necessary to sit for the Regents exams.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Although the number of students passing the US History Regents exam with a score of 65% has fallen slightly in recent years, Tapestry has exceeded its accountability goal with 79% of our students reaching this standard.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁶

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing
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²⁶ Based on the highest score for each student on a science Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

			with a score of 65
2013	2016-17	75	96
2014	2017-18	72	89
2015	2018-19	75	79

EVALUATION

Tapestry has consistently exceeded the established goal of exam success for at least 75 percent of graduating seniors on the U.S. History Regents exam. No student has been limited from earning a Regents diploma because of achievement on this exam alone. All of the students who ended senior year with a score at the local level were classified by the Committee on Special Education or served with an Accommodation Plan through Section 504 of the Americans with Disabilities Act.

ADDITIONAL EVIDENCE

Achievement on the U.S. History Regents exam has remained relatively stable throughout the years it has been administered to juniors at Tapestry. Results for the cohort of 2016 indicate a slight dip in the percent passing with a 65%, however students continue taking this exam with the help of extra tutorial courses until they are successful.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	79	67	75	80
2016	N/A	N/A	N/A	N/A	79	76
2017			N/A	N/A	N/A	N/A
2018					N/A	N/A

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

Tapestry Charter High School has substantially surpassed the Buffalo City School District in percent passing the U.S. History Regents for all previous years. While the results for our 2015 cohort decreased slightly, given that we surpassed the district by 27% for the 2014 cohort, we are confident that it will still surpass that of the school district. However, the passing rate for Buffalo City School District has not yet been released.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	96	75	90	2345
2014	2017-18	89	72	62	2517
2015	2018-19	80	75	N/A	N/A

EVALUATION

The decrease in our percent passing can be attributed to teacher turnover. While we have had a change in the instructor since the 2013 cohort, we are confident that we will soon have passing rates as we once did with our previous teacher. With continuous coaching and work on curriculum, we expect these results to rebound by next school year.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Tapestry met the absolute accountability measure for the 2015 cohort with 76% of students in the 2015 cohort scoring at least a 65% by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁷

²⁷ Based on the highest score for each student on a science Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	75	89
2014	2017-18	72	71
2015	2018-19	75	76

EVALUATION

Tapestry met this accountability measure for the 2015 cohort. There was a 4% increase in the percent of students passing with a 65% when compared to the previous year.

ADDITIONAL EVIDENCE

Achievement on the Global History Regents exam has remained relatively stable throughout the years and after not meeting this accountability measure last year we increased the support with the Global History Regents exam, we adopted a co-teaching model with a literacy teacher who taught full time with the Global History teacher. We also conducted summer professional development with our 6-12 Social Studies department focused on aligning assessments to standards, creating high quality interim assessments and using the data derived from these assessments to drive instruction. With this vertical alignment and increased rigor across all Social Studies classes 6-12, we hope to see this number rise continue to rise.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	81	63	79	68	75	76
2016	N/A	N/A	81	68	79	81
2017			N/A	N/A	80	53
2018					N/A	N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may

take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Tapestry Charter High School has substantially surpassed the Buffalo City School District in percent passing the Global History Regents for previous cohorts. The passing percentage for Tapestry’s 2014 cohort exceeds the district by 25%. Given that we have increased our percent passing for the 2015 cohort by 5% from the previous cohort, Tapestry’s percent passing is undoubtedly higher than the district’s rate.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	89	75	61	3295
2014	2017-18	71	72	46	2517
2015	2018-19	76	75	N/A	N/A

EVALUATION

After a set back for the 2014 cohort, Tapestry implemented programmatic changes to improve its passing rate on the Global History exam. Given the 5% increase for the following cohort, our interventions appear to be working. An additional section of Global History 10 and U.S. History was built in to the schedule to accommodate any students who did not pass their exam with their cohort. In addition, we built in an hour of professional development each month for departments to meet. Department chairs used the data they have collected throughout the school year to create strategic interventions in the areas of the most need.

ADDITIONAL EVIDENCE

For the 2019-2020 school year we have added a fifth section for our U.S. History class offering. This increase in offerings will allow for smaller classes and more hands on work as the Social Studies department prepares for the New Framework exam in the spring of 2020. In addition to the curriculum mapping work that the social studies department engaged in this summer, the US History teacher also worked to design content relevant case studies for his class. This engaging real-world approach to teaching content is part of what we do at Tapestry but in addition to being a strong instructional strategy the critical thinking skills garnered during this work will lend itself to the skills needed to be successful on the Exam.

In addition the History department will engage in continued professional development and coaching around the New Visions curriculum through a grant funded by the Culler Foundation. This continued coaching and refinement of curriculum should prepare our students for the increased rigor of the new exam. We will be focusing on the New Visions curriculum and alignment of assessments it is critical that we are increasing our students literacy skills. Our use of NWEA data to provide small group literacy instruction will help bridge the gap with our low readers to ensure their success on the changing demands of the new exam. In addition, this

year we will work to create a common literacy language with the ELA department and social studies department in order to teach those key skills.

GOAL 7: ESSA

Goal 7: ESSA

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Tapestry Charter School is a school in good standing. It is in good standing in all categories for the 2018-2019 school year.

ADDITIONAL EVIDENCE

Tapestry Charter School has always been a school in good standing and continues to do so for the 2018-2019 school year.

Website: <http://www.nysed.gov/accountability/essa-accountability-designations>

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

METHOD

Every fall, students in all grades participate in Student Led Conferences (SLC), in which they receive their first quarter report cards and show their families a portfolio of their progress so far in the grade level. Typically attendance at these student led conferences is over 95% and at the conclusion of the conference every family is given the opportunity to participate in an anonymous survey that has multiple choice questions and free response comments. We use a computer-based format to record the responses.

RESULTS

In the 2018-2019 year, the family participation in fall SLCs was over 95% percent as demonstrated through presence at school for this student conference meeting. The survey was administered after the conference, as in past years, with similarly positive results, reflecting a very strong level of parent involvement in school and satisfaction with all aspects of the school program. There were other questions asked on this survey that are not relevant to this report. The results of those questions indicating parent satisfaction with the school program are indicated below.

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
476	743	64%

2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall impression of Tapestry Charter School	99.4

Recommend Tapestry Charter School to a friend or family member	97.9
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EVALUATION

The response rate was positive with the Survey Monkey computer format survey administered on laptops provided by Crew leaders during the Student Led Conferences. 99.4% of families were satisfied or highly satisfied with Tapestry Charter School overall and 97.9% stated that they would recommend Tapestry Charter School to a friend or family member. It was encouraging to have a strong endorsement of parent satisfaction with the various aspects of the program.

Goal S: Absolute Measure
 Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

Tapestry uses the Powerschool platform to track student attendance and enrollment.

RESULTS

There is relatively little student transience and the accountability goal was met with a retention rate of 90%. The school counselor or a member of the administrative team has contact with each individual who leaves in order to ensure a smooth transition to a new school setting. There have been few instances of students dropping out of school, and these have only occurred after considerable efforts were made to intervene for a more positive outcome. It should be noted that several students each year move out of the Buffalo school district, into local districts with more highly regarded school services, and have chosen to continue enrollment at Tapestry.

2018-19 Student Retention Rate			
2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
893	72	738	90

EVALUATION

Tapestry met this accountability measure with a retention rate of 90%. This speaks to the high quality program we have at Tapestry and the satisfaction of our K-12 families.

ADDITIONAL EVIDENCE

Tapestry’s historical retention rate is extremely stable. This year it was at 99%.

Year	Retention Rate
2016-17	99
2017-18	99
2018-19	99

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

In Tapestry Charter School 6-12, students’ first period or home-room teachers enter absence or tardiness using the computer-based PowerSchool attendance tracking system. In the K-5 building, this occurs with the student’s classroom teacher at the start of the school day. In each building, students arriving late to school are buzzed in and are required to sign in with the late-sign-in table or the front desk secretary. Changes or corrections are reported to the front office.

RESULTS

The average daily attendance rate in grades 1-8 is over 94% for all grade levels. The grades with the greatest average daily attendance rate is 4th grade with 96.00% average daily attendance. With a special focus on attendance this year, we are happy to report that our overall attendance rate has risen by 0.22% from the previous year.

2018-19 Attendance

Grade	Average Daily Attendance Rate
1	95.50
2	95.30
3	95.70
4	96.00
5	94.80
6	95.65
7	95.14
8	94.48
Overall	95.32

EVALUATION

Tapestry Charter School met this accountability goal. In all grade levels 1-8, average daily attendance rates are at least 94.48%. Overall there was a 95.32% average daily attendance rate in grades 1-8. When comparing this percentage to that in the past, we have risen 0.3% in our attendance rate since the 2016-2017 school year.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	95.0
2017-18	95.1
2018-19	95.3